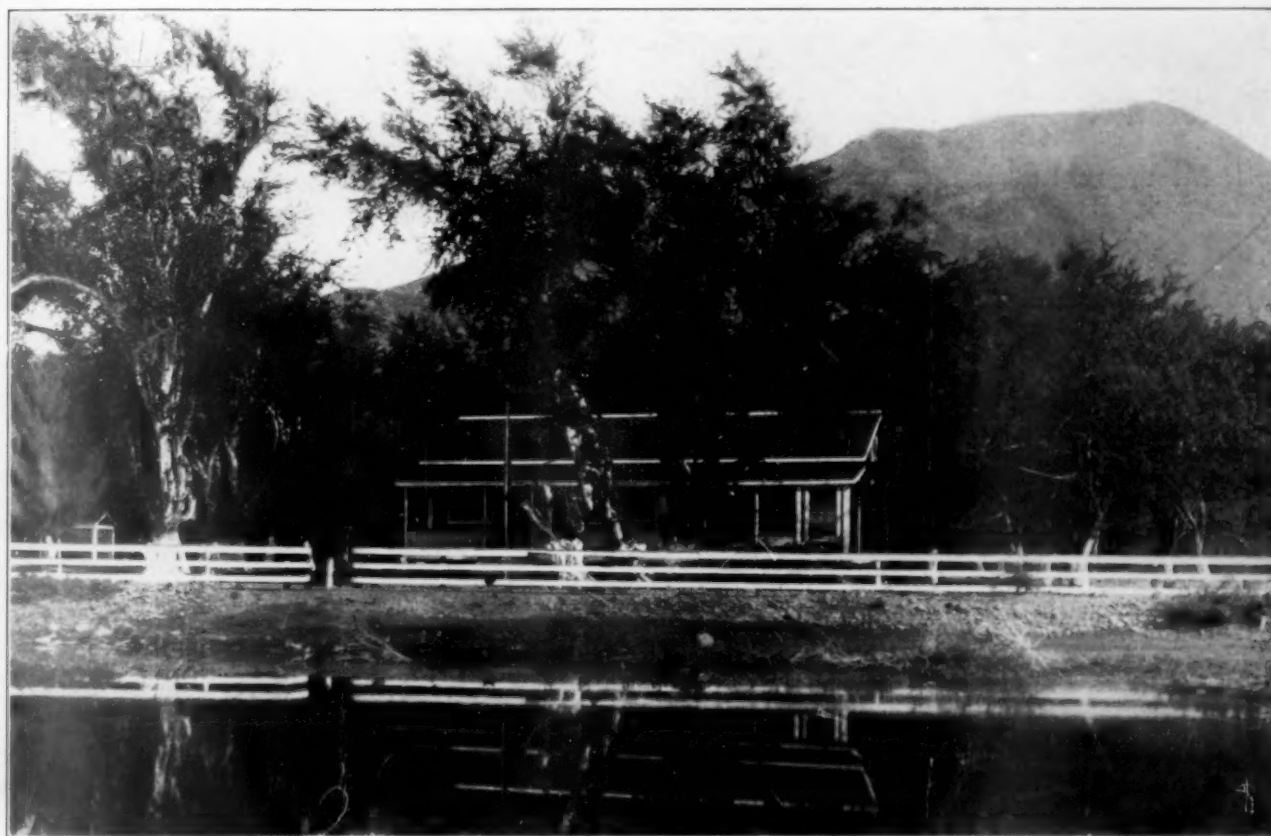


SCHOOL LIFE

April
1930



Issued Monthly [except July and August] by the Department of the Interior
Office of Education v v v v v v v Washington, D. C.

For sale by the SUPERINTENDENT OF DOCUMENTS, Washington, D. C. See page 2 of cover for prices

CONTENTS

	Page
Education Moves Forward With Increasing Rapidity. <i>William John Cooper</i> . . .	141
William Torrey Harris, United States Commissioner of Education, 1889 to 1906 . . .	144
<i>Henry Ridgely Evans.</i>	
Brief Items of Educational News. <i>Barbara E. Lambdin</i> . . .	147
Educating Parents for Happier Lives. <i>Mrs. J. K. Pettengill</i> . . .	148
Editorial: Good Citizenship—The National Aim in Education . . .	150
New York University Dedicates a New Education Building . . .	151
<i>Mrs. Katherine M. Cook.</i>	
Library Fits and Misfits in Rural Schools of Hawaii. <i>Mary Stebbins Lawrence</i> . . .	152
International Congress on Mental Hygiene. <i>James Frederick Rogers, M. D.</i> . . .	155
Annual Meeting of the National Committee on Research in Secondary Education . . .	156
<i>Carl A. Jessen.</i>	
Fourth Conference of the National Committee on Home Education . . .	157
<i>Ellen C. Lombard.</i>	
Teachers' Salaries in Illinois Public Schools, 1913-1928. <i>Henry Glenn Badger</i> . . .	158
New Books in Education. <i>Martha R. McCabe</i> . . .	160
Meetings of Educational Associations During the Spring and Summer of 1930. Page 3 of cover	
<i>Ruth A. Gray.</i>	
Objectives of Education. <i>William T. Harris</i> . . .	Page 4 of cover

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

SCHOOL LIFE is an official organ of the Department of the Interior, Office of Education. It is published monthly, except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Office of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year. Club rate: Fifty copies or more will be sent in bulk to one address at the rate of 35 cents a year each.

SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR Commissioner of Education, WILLIAM JOHN COOPER

VOL. XV

WASHINGTON, D. C., APRIL, 1930

No. 8

Education Moves Forward with Increasing Rapidity

In a Brief World-Wide Survey of Education, Comprising Recent Educational Achievements in Many Countries, Universal Craving for a High Type of National Culture is Apparent, and Serious Efforts Everywhere Are Made to Meet the Need

By WILLIAM JOHN COOPER
United States Commissioner of Education

SHORTLY after the close of the Great War and the failure of treaty makers to put into effect any plan at all adequate to make real the idealism so ably voiced during the conflict by President Wilson, Mr. H. G. Wells by tongue and pen endeavored to convince the thinkers of the world that our present-day civilization presented a race between disaster and education. "The present system," he said, "unless it can develop a better intelligence and a better heart, is manifestly destined to foster fresh wars and to continue wasting what is left of the substance of mankind, until absolute social disaster overtakes us."

A New Social Order Since the World War

A decade has passed. Many of the influential men who sat at Versailles have joined those hapless millions who paid the high price on Flanders fields, or who, broken in fortune, in body, in mind, or in spirit, have now passed from their sufferings. In spite of tremendous war costs and accumulated debts, the decade has been one of the most significant in the history of the world. Certainly none has been more dynamic. Religious concepts established for centuries have been challenged. Social institutions considered basic to modern society have been undermined. Economic structures considered essential to civilization itself show signs of decay. Governments have been revolutionized and properly constituted law openly defied. Painstaking labora-

tory research into the nature of the atom, the photo-electric cell, and the basic cell of living tissue has made great progress, and discoveries any day may force radical changes in our thinking and in our ways of living. Where is education? Is it also dynamic or is it lagging? Is the race to end in disaster or can education develop "a better intelligence and a better heart"?

Changes in Slow-Moving Asia

Let us look first at Asia, cradle of mankind, forbear of civilization, home of more than half the population of the globe. The India Act of 1919, which became effective in 1921, set up for the Government of India a dyarchy with division of powers between the Central Government and some 15 provincial governments. One of the functions of the latter is education, which took high rank in the light of His Majesty's announcement that Parliament would encourage India to become a self-governing dominion of the Empire. Here, face to face with the difficulties of democratic government, is a population more than double that of the United States, occupying about 60 per cent as much territory, with poorly developed transportation facilities. It is bound by tradition, cursed by a caste system, and over 92 per cent illiterate. Surely India presents the greatest challenge to education. And yet promising progress has been made. The last official report, issued by the India Office in January, 1929, says:

During 1925-26 there was an exceptionally large increase in the number of scholars under instruction throughout India. The number of recognized institutions increased by over 9,300 during that year and the number of scholars by over 600,000. There was also a

rise in the number of scholars reading in professional colleges. . . . The rise of 0.5 per cent in the percentage for males was the largest increase recorded in any one year during the last 10 years, and though this percentage is still far from satisfactory it compares very favorably with the figure for 10 years ago, which was only 4.7. Unfortunately, the percentage for females is rising very slowly. It was 0.9 in 1916, and after 10 years it has risen to only 1.3."

If, however, we keep in mind the centuries-old prejudice against female education, we can rejoice that the enrollment gains reported for the last 5-year period have nearly equaled those of the previous 10 and that the number of women preparing to teach is increasing rapidly. Although the total expenditure for education measured in terms of American money seems small—about \$75,000,000 for 1926-27—yet we must remember that this is approximately double the annual expenditure of some five years earlier. Even on this most difficult battle line education moves forward.

Educational Changes in China

To the north and east of India lies that other ancient civilization, China. Here live approximately one-fourth of the entire population of the world, and a decade ago 80 per cent of these people were illiterate. Education has won two major battles on this front. I speak first of the so-called "literary revolution," under the leadership of Professor Hu Shih, whose slogan was, "No dead language can produce living literature." As a result of this revolution China is developing a great literature in Pei-hua, the language spoken by more than three-fourths of the Chinese people. To-day newspapers and periodicals, together

Address delivered at the general session, Department of Superintendence, National Education Association, Atlantic City, N. J., February 24, 1930.

with many books in the vernacular, constitute a great unifying force. The older language, Wen-li, in which the great classics are written and in which the examinations for government service have been held, required a lifetime for its mastery. This resulted in the development of a scholarly class, held in high regard by the Chinese people, and an inevitably high percentage of illiteracy.

The second movement seems to have had its origin behind the lines in France, where nearly 200,000 Chinese laborers were employed. A Chinese scholar, fresh from his courses in Yale University, was assigned to work with his fellow countrymen in an effort to keep them better satisfied and to reduce, if possible, the terrible homesickness which was afflicting them. This American-educated Chinese, Mr. Y. C. James Yen and his associates undertook to make literate this mass of coolies. From their experiments has developed "the foundation characters," a list of some 1,000 of the most commonly used elements in Pei-hua. A series of four textbooks based upon this vocabulary has been prepared. Each contains 24 lessons involving 10 or 11 characters. Each lesson has three parts—a picture to arouse interest, a reading exercise in the character based upon the picture, and new characters for advance study. And out of this effort has developed the "mass education movement" with a method of teaching illiterates in classes of from 100 to 200 persons. Approximately 6,000,000 students between the ages of 16 and 30 are now enrolled under 120,000 volunteer teachers. The goal set by these altruists is to make literate at least 100,000,000 people. In China, too, education moves forward and in big strides.

Changes in Land Formerly the Russian Empire

To the north lies the land of "The bear that walks like a man," formerly known to American school children as the Russian Empire, embracing in 1914 one-sixth of the area of the earth and a population of over 180,000,000. To-day approximately 140,000,000 of these people are banded together in a federation known as "The Union of Socialist Soviet Republics," claiming (1926-27) in all schools of elementary and secondary grade nearly 11,000,000 pupils, as against some 7,000,000 in schools of the larger Imperial State. In addition to these, more than 8,000,000 adults were reported as attending school, and over 1,000,000 more were enrolled in 27,000 societies for home study. The census of 1920 showed an average of 465 literates in each 1,000 of population. Six years later the ratio was 567 per 1,000, a gain of nearly 25 per cent. In spite of our feeling that it is a grievous error to use the schools to make of each pupil "a stalwart and healthy proletarian, a class and a revolutionary

fighter, a scientifically conscious and organized builder of the new Socialist State," yet we must count the opening of school doors to children of all classes, the wide introduction of laboratory methods, and greater pupil participation in the government of schools as, in the long run, all gains for democracy. Therefore, education moves forward in Russia.

Turkey's Desire for Complete Literacy

Although other nations have made almost unbelievable progress in leavening the mass, the real educational miracle has been performed in Turkey. An oriental people, which, for over four centuries, had occupied the very cradle of European culture, found itself at the close of the Great War with a population of approximately 14,000,000, some 75 per cent of whom were illiterate. Presently it, too, threw off the monarchical yoke and confronted its new leaders with the situation so ably phrased over a century ago by Jefferson, who wrote to his friend, Colonel Yancey: "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." The President of the infant Republic, Mustapha Kemal Pasha, realized that illiteracy in Turkey presented an exceptionally difficult problem, due to the fact that the Turkish language was recorded in an Arabic alphabet of 482 characters. The small percentage of the population which could afford schooling spent far more time in learning Turkish than children of equal ability spent in learning any of the western languages. Foreigners, who had lived for years in Turkey and who spoke Turkish fluently, were unable to learn to read and write the language. Educated young Turks also found it difficult to learn languages written in the Roman alphabet.

The progressive President appointed a commission which, in 1928, reported to him a plan for writing Turkish in a Latinized alphabet of only 29 characters. Kemal Pasha first mastered the new writing himself, and then grasped every occasion to promote it. During a speech he frequently called illiterate peasants to the lecture platform, and he taught them, within 10 or 15 minutes, to read and write their own names. On November 1, 1928, the Grand National Assembly passed a law adopting the new alphabet. Within 30 days it became effective for newspapers, and for documents and records of other types on later dates. Penalties are prescribed if, on and after June 1, 1930, all records and documents in Turkey are not kept according to the new system. After seven years of hard work a new Latinized Turanian alphabet will replace Arabic for some 30,000,000 Asiatic peoples belonging to the Soviet Union. In no other nation has an effort to change,

within a short period, a fundamental habit of the educated class met with such success as has this movement in Turkey.

Courses Adapted to Literates and to Illiterates

In addition, rapid progress has been made on a nation-wide scale in the elimination of illiteracy. To promote these ends the Government aids financially two courses for adults—(1) a two months' course for those who know how to read and write the old Turkish or a foreign language, and (2) a four months' course for those who are entirely illiterate. These classes meet twice a week, those for women in the afternoon and those for men in the evening. All Turkish citizens, male and female, between the ages of 16 and 40, who have not already passed an examination in the new alphabet must attend these classes or be subjected to penalty. In Constantinople alone, last year, more than 200,000 persons were reported as attending such classes. Truly, education moves—even vaults forward here!

In Africa, with a population about equal to that of the United States, statistics are available for only about one-sixth of the population—that of Egypt more than 90 per cent illiterate and that of the Union of South Africa, with a large native (Bantu) population, also more than 90 per cent illiterate. The policy of Britain toward its colonies and mandates is not to attempt to model black men after the fashion of civilized Britons. English teachers going to African colonies must first master the native language. Savage cults change slowly, and very slowly indeed are tribal habits and customs changed. But a consistent policy of fitting these tribes into a place in the world economy is gradually developing.

Latin America Making Great Progress in Education

In Latin America expenditures for education are taking high rank in the national budgets of Argentina, Chile, and Uruguay. Brazil reports increased enrollment in primary schools and a promising beginning in adult education. A delegation of Brazilian educators is now visiting the United States to study our schools.

In Mexico, our neighbor, the outlook is bright. The Secretariat of Public Instruction, reestablished in 1921, has a department of rural schools and indigenous culture. Under the leadership of Dr. Moises Saenz, rural schools and cultural missions have been established in 11 States at the expense of the Federal Government. Within the period 1924-1927 a threefold increase was made in the number of schools, teachers, and pupils, and an increase of 100 per cent in school expenditure. For each cultural mission there is a prin-

principal teacher, who handles the formal school work; a teacher of physical education and games; a teacher of agriculture and animal husbandry; a teacher of minor industries; and a social worker, who teaches home making and child care and assists the community to organize and attack its local problems. In the last three years of the primary-school course each pupil enrolled is expected to teach one illiterate child to read and write. Certainly education moves forward in Mexico!

Marvelous Cultural Changes in Western Europe

But in western Europe, whence came the ancestors of our own people and also most of our own educational program, marvelous changes are coming to pass. The general trend toward republican institutions has brought these countries face to face with the incongruity of school systems which educate for positions of leadership only a small percentage of the population—selected on the basis of birth and wealth—and put the rest of them through an entirely different system. In Germany, where the aristocratic type of educational program had been most highly perfected, there has been rapid growth of the so-called *einheit-schule* since the close of the war.

Constitutions of the new Republics safeguard the rights of women and children. Compulsory education laws have been enacted and enforcement of them improved. Great interest is manifested in the so-called "activity school." France, in 1923, by decrees, revised its elementary curriculum, eliminating much memory work. Italy in the same year made kindergartens an essential part of elementary education, began experiments with a unified kindergarten primary unit, and authorized a 3-year course for teachers in these schools.

The progress of adult education of cultural type, especially in Great Britain, is well known in America. Yet I would call attention to the splendid success of the radio in this field—both in England, where a journal containing outlines of lectures broadcast, accompanied by diagrams and other illustrations, enjoys a large news-stand sale, and in Austria, where a similar publication, *Wien*, is a good seller. Even in torn and bleeding Europe education moves forward!

Is America Setting the Pace in Education?

The opinion was expressed recently by a leading authority on comparative education that the outstanding movement in the educational world during the next generation would be the effort on the part of other nations of the world to remake their school systems after the American model. Should this prophecy become reality, whether education moves forward or not, depends very largely upon what we do in this country. It is pertinent, then, to give

particular attention to whither we are headed. The trend most discussed in lay circles is the increased expenditure for education. This item increased from \$1,036,151,209 in 1920 to \$2,184,847,200 in 1928. We have not always done our full duty in explaining to the few who resent the growing percentage which it constitutes of the total public revenues that school taxes must cover not only the shrinking of the dollar and increased school services, in common with other public revenues, but they must include markedly increased school attendance and improved teaching service.

The rapid increase in enrollment in our secondary schools and in collegiate institutions must challenge the attention of the world. In 1928, 28.4 per cent of the 14, 15, 16, and 17 year old group was in school. By 1928 figures reported to the Federal Office of Education indicated that more than 53 per cent of the eligible age group was in school. It is safe to say that figures for the close of school this year will reveal that within one decade the number of adolescents in American secondary schools has doubled. In colleges the situation is similar. In the college year 1920 more than 462,000 students were enrolled; in 1928 there were some 400,000 more, making it safe to predict that when the figures for 1930 are received we shall discover that enrollment in our colleges has doubled within a decade. These figures do not include some 40,000 students in nearly 400 junior colleges, most of which are less than 10 years old.

A Time When All Procedure is Challenged

Collegiate and professional education is rapidly shifting from Old World tradition to New World conditions. Experiments are under way in the oldest and heretofore most conservative institutions. Some college faculties are critically examining their own procedures, all are studying their teaching techniques, and many are challenging the very foundations of their curricula. Professional education is under careful scrutiny. Normal schools—borrowed from the Old World to inculcate vocational skill—are giving way before a professionalized institution known as the American teachers' college. Short cuts to the practice of most of the other professions are disappearing. Medical education has attained high standing; legal education is striving to approach it; engineering education manifests much unrest and some dissatisfaction with the lack of liberal culture in the old course; nursing, pharmacy, and other professions more or less related to medicine are constructively studying their problems.

The public-school system itself manifests an activity which presages rapid changes within the near future. In administration there is a marked trend to-

ward formulating policies in council which involves all groups, including classroom teachers. Principals, generally, have shown a professional activity not witnessed in any other period of educational history, and American elementary-school principals have formed a strong, compact organization for research into their own problems, which has accomplished one of the most significant educational transformations of the decade. Supervision is now recognized as a proper field for expert study, as witnessed by this association giving over its eighth yearbook to a survey of this aspect of education.

Widespread Interest in Curriculum Studies

More significant, in view of the increased enrollment and the longer school year, are studies in the curriculum in all parts of our country. This work is reflected in yearbooks, teachers' institute programs, university catalogues, in texts coming from the presses of our school-book makers, and in the work of experimental schools.

The junior high school, constituting the one distinctively American unit in our educational system, has also expanded with great rapidity during this decade, and now enrolls almost 50 per cent of the entire eligible group. Its curriculum, especially adapted to early adolescents, is rapidly taking shape, and the program of activities presages better preparation for adult citizenship.

Widespread interest is manifest in a program of extracurricular activities in all schools, but especially in schools on the secondary level. This is evidenced by a rapidly developing literature on the subject. Many educators welcome the new program as rich in possibilities for civic and avocational education; others fear "fads," "frills," and "soft pedagogy." All in all, the attitude is favorable, and this field offers ample opportunity for types of experimentation closed to the regular curriculum.

The adult education program is rapidly expanding. One State reported recently more adults enrolled in a year in afternoon and evening classes than the number of adolescents enrolled in all four high-school grades. This movement is marked by renewed earnestness on the part of those who would banish illiteracy forever from our country and by pioneers who see the need of enriching life if it is to stand successfully the strains of increasing leisure time.

Science Assists in Projecting Education

Not least noteworthy among these evidences that American education moves ahead are efforts of schoolmen to adapt new tools to their use. Yale University has expended large sums of money in

(Continued on p. 154)

William Torrey Harris, United States Commissioner of Education, 1889 to 1906

An Appreciation of His Achievements as an Educator and a Philosopher. A Large Work Was Accomplished During His Administration in Foreign and Comparative Studies in Education

By HENRY RIDGELY EVANS

Acting Editor, Office of Education

LA ROCHEFOUCAULD says that no man is a hero to his valet. A man may not be a hero to his valet, but he very frequently is to his private secretary, as witness the magnificent tribute to Lincoln by his secretaries, Nicolay and Hay, in their biography of the famous emancipator.

It was my great good fortune in the year 1889 to become private secretary to Dr. William T. Harris, educator and philosopher, who for 17 years presided over the destinies of the Bureau of Education, now the Office of Education, of the United States Department of the Interior.

Personal Contact with a Master Mind

Doctor Harris had recently returned from France, where he had represented the bureau at the Paris Exposition. President Harrison had appointed him Commissioner of Education of the United States, which position he held until the year 1906. By a lucky turn of Fortune's wheel I served Doctor Harris as private secretary for three years. He frequently invited me to his home on Columbia Heights, Washington, D. C., to meet such men as F. B. Sanborn, Denton J. Snider, Henry C. Brockmeyer, and Thomas Davidson. On these memorable occasions I heard some very illuminating discussions on philosophy, ethics, religion, art, and sociology. Brockmeyer, erstwhile Lieutenant Governor of Missouri, was a student of Kant and Hegel. He was the author of Letters on Faust. Snider's commentaries on Shakespeare's plays had given him a world-wide reputation. Davidson was an authority on ancient Greek life and philosophy. His clashes with Doctor Harris over Aristotle and Aquinas were worth going miles to hear. Truly were these men intellectual giants. I profited much by these symposiums. It was like sitting at the feet of Plato to hear Doctor Harris discourse on "divine philosophy."

A Man of Massive Physique

Plato was so named, it is said, because of his broad shoulders. Who can forget the magnificent breadth of Doctor Harris's shoulders? In the lobby of the bureau, on the second floor, was a bust of Plato. I once called Doctor Harris's attention to

the resemblance between himself and the plaster-of-Paris replica of the Grecian sage.

"Although that cast is labeled 'Plato,'" he answered, "I am not so certain about its being an authentic portrait. I have seen the original marble in the Louvre, at Paris. Archeologists differ in opinion about it. Some say that it is a bust of Bacchus!"

"Hardly that," I expostulated, somewhat chagrined.

He laughed heartily, like a big school boy, slapped me on the back, and begged me not to take the matter too seriously.

A more kindly hearted man never lived than Doctor Harris. He was charity personified. No case of want or suffering that came to his attention was ever passed unnoticed. His life was characterized by simplicity and goodness of heart. As Ben Blewett has well said of him: "He was a lover of his fellow men, and especially delighted in stimulating to their highest capacity those associated with him in companionship or work." No matter how busy he might be with the routine duties of the office, he was ever ready to lay down his work to listen patiently to anyone who might call upon him for aid, financial or intellectual. He did not know the meaning of the word "envy," but scattered everywhere his largesses of knowledge. The Bureau of Education became the Mecca of aspirants to philosophical fame. Like Carlyle, his idea was "to produce, to produce."



Doctor Harris when Superintendent of Schools

He said to me one day: "If you have any thoughts to give to the world which you consider of value, get them printed; disseminate them. My own plan of doing this, when I was unknown to the reading world, was to get my essays published, no matter how obscure the journal in which they appeared. I asked no compensation for them, other than a few hundred reprints, which I scattered among those interested in education, art, and philosophy. Before long authors were sending me their own lucubrations. By such means I established associations and came into touch with thinking men the world over."

Ancestry of Doctor Harris

William Torrey Harris was born at North Killingly, Conn., on September 10, 1835. He was the son of William and Zilpah (Torrey) Harris. His father was a farmer in comfortable circumstances. His colonial paternal ancestor was Thomas Harris, who, in 1630, sailed from Bristol, England, with Roger Williams in the good ship *Lyon*, landed at Salem, Mass., and in 1637 settled at Providence, R. I. The maternal grandparents of Doctor Harris were William and Zilpah (Davidson) Torrey, the former a descendant of William Torrey, a native of Combe St. Nicholas, Somersetshire, England, who emigrated in 1640, settled at Weymouth, Mass., became "captain of the Trainband," and was a member of the committee to examine Eliot's Bible.

Doctor Harris received his preparatory training at Woodstock (Conn.) Academy and Phillips Academy, Andover, Mass. He entered Yale College in the class of 1858, but after spending two and a half years at that seat of learning he removed in 1857 to St. Louis, Mo., where he began his professional career as a teacher of shorthand. In 1858 he became an assistant teacher in the public schools of St. Louis, rising eventually to superintendent of city schools, holding the latter position from 1867 to 1880.

In 1867 Doctor Harris founded the *Journal of Speculative Philosophy*, the first attempt of its kind in America. Twenty-two volumes appeared, the last of which was published in 1893. Into this journal were poured the brilliant essays of

many noted men. Brockmeyer and others translated for it the best thoughts of the German metaphysicians. Those who possess a set of the *Journal of Speculative Philosophy* are indeed fortunate. Under the editorship of Doctor Harris it attracted the attention of great European thinkers. In the year 1879 Doctor Harris, Thomas Davidson, A. Bronson Alcott, Ralph Waldo Emerson, and F. B. Sanborn founded the Concord School of Philosophy, at Concord, Mass. What the members of this group sought in their discussions at Concord was not "an absolute unity of opinion, but a general agreement in the manner of viewing philosophic truth and applying it to the problems of life."

In the year 1880 Doctor Harris resigned from the St. Louis schools and devoted himself to lecturing on pedagogy and the pursuit of literature. In the year 1889 he became, as already stated, United States Commissioner of Education.

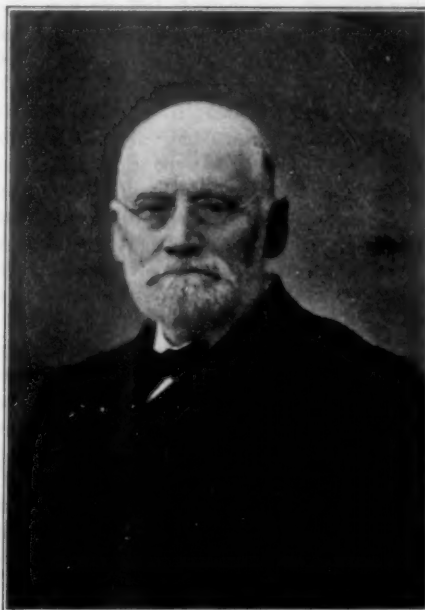
He Retires After 17 Years of Service

In 1906 he resigned from the Government service and retired to Providence, R. I., where he died on November 5, 1909. He was buried at Putnam Heights (North Killingly), Conn. On his monument is the following quotation from Goethe's *Tribute to Plato*: "A rare scholar whose life was zealously and untiringly devoted to philosophy and education. His relation to the world is that of a superior spirit. * * * All that he utters has reference to something complete, good, true, beautiful, whose furtherance he strives to promote in every bosom."

Doctor Harris left a widow, Sarah, daughter of James Bugbee, of Thompson, Conn., to whom he was married on December 27, 1858, and two children, Theodore and Edith Davidson Harris. The Carnegie Foundation for the Advancement of Teaching conferred upon him, "as the first man to whom such recognition for meritorious service is given, the highest retiring allowance which our rules will allow, an annual income of \$3,000." Orders were conferred upon him by the French and Italian Governments, and many great universities of Europe and America gave him honorary degrees. The famous old University of Jena, where Fichte, Schelling, Hegel, and Oken held forth in philosophy and Schiller lectured in history, conferred upon him the degree of doctor of philosophy in 1899. In 1894 he received from the King of Italy the chivalric decoration of commander of the Order of Mauritus and Lazarus. The French Government in 1878 conferred upon him the honorary title of officer of the academy, and in 1889 the title of officer of public instruction.

"In personal contact," says a writer in the *National Cyclopaedia of American Biography*, "Doctor Harris was a perpetual

flood and flow of light by tongue and pen. He was the indefatigable torchbearer of high philosophy and was forever lighting up those four great watchtowers, Kant, Hegel, Aristotle, and Plato, holding their importance in the order named." He was the author of *The Spiritual Sense of Dante's Divina Commedia* (1889); *Introduction to the Study of Philosophy* (1889); *Hegel's Logic* (1890); *Psychologic Foundations of Education* (1898); chapters on the Philosophy of A. Bronson Alcott, in *Sanborn's Memoir of Alcott* (1893); and of many brochures on art, education, and philosophy. He was the editor-in-chief of *Webster's International Dictionary*; also the editor of *Appleton's International Education Series*.



Doctor Harris when Commissioner of Education

"He was," says Fitzpatrick, "deeply religious in spirit, what might be termed intellectually a Christian. He seemed to have approached religion from the intellectual side, and not from the side of faith. He was fond of showing how certain dogmas of the Christian world, usually accepted through faith, were to him intellectually demonstrated."

Doctor Harris's most notable contribution to philosophy was his *Hegel's Logic*, written for Grigg's philosophical classics. The keynote of his insight is the doctrine of "self-activity." In his essay on Emerson he says:

Plato may stand for the philosophic seer of all time—Plato or Aristotle, it makes little difference which; for Aristotle reaffirms the same doctrine, and proceeds to show in detail the explanation of nature and man, as the revelation of divine reason. That the ultimate presupposition of all science is a personal first cause or absolute reason is evident to the philosopher who has learned to think in the school of Plato and Aristotle, or in the schools of their greatest followers; it is seen to be implied in the fact that the One from whence all proceeds is necessarily self-active and self-determined. Even if it is called *water*, or *sir*, or *matter* as first principle, it must be *causa sui*. All things are to be ex-

plained as produced by its activity, and as growing or perishing through it. The self-determined is both subject and object of its activity, and this must be identified as mind—or has been thus identified by the thinkers mentioned who follow Aristotle or Plato.

The Universe Not Self-Created

Doctor Harris did not enunciate any new principle in philosophy, but, like Plato and Aristotle, laid emphasis on the doctrine of *self-activity*. To anyone who thinks with any degree of profundity, it is an axiom that the "self-active" and the "self-determined" are akin to mind and will. All the material forces of nature are moved by the impact of other forces, and so on ad infinitum. Only a self-activity can start an initial movement when everything is reduced to a state of complete equilibrium. The orderly evolution of the universe from chaos is the product of intelligence or mind. "God geometrizes," says Plato. Man did not invent mathematics; he discovered it in the very essence of things. Doctor Harris was continually hammering at the iron heated in the furnace of self-activity, for he saw with clear vision that anyone who possesses an insight into this fundamental principle of philosophy has reached the very bedrock of thinking.

Doctor Harris's philosophy of pedagogy is to be explained by this doctrine of the "self-active." The universe is not directed by "a blind, unconscious force," but by divine reason, mind.

A spiritual first principle makes mind the source of the universe and the explanation of nature and history. Mind is consciousness, personality, will, intellect, love. In the absolute personality, intellect and will and love are one, because each in its perfection is all. The absolute self-knowledge which makes of itself an object thereby creates, or is, absolute will. But its self-made object is also one with it by love and recognition. Hence Plato called his first principle the good, inasmuch as he wished to indicate that it is a will in accordance with reason, and not a blind will, such as Schopenhauer sets up and Buddhism presupposes. Plato's God creates the world as "like himself as possible," for "no goodness can have envy of anything." Hence nature must be a revelation of infinite goodness, and man must have a divine origin and a divine destiny.

Man is Self-Determining, Immortal, and Free

Doctor Harris's scheme of pedagogy becomes luminous after reading the foregoing. Man is indeed a self-active entity, the master of his own fate, and not the idle sport of chance, called into being by "a fortuitous collocation of atoms." "All below man," he says in his *Philosophy in Outline*, "pass away and do not retain individuality. Man is self-determining as an individual, and hence includes his own development within himself as an individual, and hence is immortal and free." Education should endeavor to prepare him to understand the view of the world entertained by his civilization; to put him into possession of the wisdom of the race; to cultivate character, spirituality, and the social ideal; it should not consist merely in taking care of the body

and in the performance of the lower social functions—the preparation of food, clothing, and shelter—though these are of importance in the general rounding out of man. With Herbert Spencer's pantheistic philosophy Doctor Harris had little patience, and still less with the great agnostic's educational theories.

Doctor Harris was an omnivorous reader. Of Goethe's *Wilhelm Meister* he said: "I endeavor to reread *Wilhelm Meister* every year, and always find it more suggestive than before. It has increased my practical power tenfold." Carlyle's *The French Revolution* and Frederick the Great he pronounced the "greatest epic poems since Homer's *Iliad*." He was a devoted admirer of Sir Walter Scott's novels, but he proclaimed Victor Hugo's *Les Misérables* the greatest work of fiction of the nineteenth century—perhaps of any century.

Other Literary Work

It is interesting to note that just before he died Doctor Harris was putting the finishing touches to a book on *Courses of Study*, the manuscript of which he loaned to a friend, who lost it on a railroad train. In his literary work he never let anything go out of his hands without, as he expressed it, "letting it soak." He polished it continually. This perhaps accounts for the fact of his producing but few books, though his pamphlet literature is legion. One of his most inspiring works is *The Spiritual Sense of Dante's Divina Commedia*. He says, "Of all the great world poems, unquestionably Dante's *Divina Commedia* may be justly claimed to have a spiritual sense, for it possesses a philosophic system and admits of allegorical interpretation. It is par excellence the religious poem of the world."

In *The Chatauquan*, during 1881-82, Doctor Harris published his masterly

treatise on Christianity in Art, which is a discussion of "the nature of art and its five special forms—architecture, sculpture, painting, music, and poetry. He intended to issue the foregoing in book form, handsomely illustrated, but never could find the time to re-edit and prepare the material for the press.

He Possessed Strength of Body and of Mind

Doctor Harris worked like the proverbial steam engine, day and night. His splendid physique enabled him to stand a strain that would have killed most men long before the allotted span. He slept comparatively little. I frequently dined at his home, and have seen him carry some abstruse volume to the table. His food lay almost untouched before him, he simply nibbled at it, so absorbed was he in the book. He died leaving the world richer by his having lived.

Doctor Harris was a man of almost encyclopedic knowledge, and under his leadership the Bureau of Education acquired a prestige among educators and philosophers in America and Europe that it had never before known; it was largely "the lengthened shadow of a man." To quote from the brochure on the bureau by Darrell H. Smith:¹

"The 17 years of his commissionership reveal an intellect that won wide admiration, an inspirational leadership of undoubted value, aims and ideals of the highest type. But it is the individual who stands out, and not the organization. Doctor Harris takes rank to-day as one of the Nation's great educational leaders, but his abilities did not extend to the management of administrative machinery."

Doctor Harris's conception of the purpose of the bureau is thus summed up by him:

¹ The Bureau of Education, etc., by D. H. Smith, Baltimore, Md., Johns Hopkins Press, 1923. p. 15.

The legitimate function of the Bureau of Education is the collection and distribution of educational information. Each place should know the fruits of experience in all other places. A national bureau should not merely collect the statistics of education in the several States, but should also study the systems established by the various nations of Europe and Asia. Doubtless each nation has devised some kind of discipline, some course of study, which will train the children of its schools into habits in harmony with its laws. An investigation of these features in view of the obvious demands of the governmental forms will furnish us with a science of comparative pedagogy. (Annual Report of the Commissioner, 1888-89, Vol. I, p. xix.)

Evaluation of European Systems of Education

It was under Doctor Harris's administration that European systems of education were thoroughly and systematically studied and evaluated, not only from a historical, but from a practical standpoint. In his first annual report, 1888-89, he presented a comparative study of the educational systems of the United States, Germany, France, Italy, and Spain, illustrated with statistical graphs. From that period to the present time the administrative changes and pedagogical movements in foreign countries have been stressed in publications of the bureau. To a certain extent this information had been given in reports of Doctor Harris's predecessors, but it was not presented in such elaborate and analytical form.

Doctor Harris's introductions to his annual reports were distinguished by rare pedagogical insight and were appreciated by schoolmen. He also put the statistics of the bureau on a thoroughly scientific basis, for he was expert in that field, and held frequent conferences with men noted as specialists in statistics, such as, for example, Carroll D. Wright, who at that time was Commissioner of Labor of the United States.

The appropriation for salaries during the administration of Doctor Harris increased from \$45,420 in 1899 to \$53,140 for 1906. In 1902 the salary of the commissioner was raised from \$3,000 to \$3,500. It might have been more, but Doctor Harris had a natural antipathy to asking Congress for funds, and this antipathy put him out of touch with the Appropriations Committee of the House when it came to the question of the general expansion of the bureau. He was preeminently the scholar, the philosopher of education, and did not care overmuch for the administrative details of office. Doctor Harris carried on a large correspondence with leaders of educational and philosophical thought in this and foreign countries and was most active in contributing to pedagogical journals. A complete bibliography of his writings is contained in the Annual Report of the Commissioner of Education, 1907, Volume I, pages 37-72.

The most comprehensive evaluation of the intellectual labors of Doctor Harris is contained in William T. Harris: *A Critical Study of His Educational and Related*



Former home of Office of Education, Eighth and G Streets NW., Washington, D. C.

Philosophical Views, by Dr. John S. Roberts, district superintendent of schools, New York City. This work is published by the National Education Association, of which Doctor Harris was a life director and its president in 1875. Says Doctor Roberts:

A Disciple of Idealistic Philosophy

"To interpret and appreciate the writings of Doctor Harris, the student must have in mind the most important truths of the great idealistic philosophers—Socrates, Plato, Aristotle, Leibnitz, The Church Fathers, Kant, Fichte, Schelling, Hegel, and Rosenkranz. Their views of the world were the views accepted by Doctor Harris. 'They were thinkers, deep, mighty thinkers,' he said. (Journal of Speculative Philosophy, vol. 19.) He, too, was a deep, mighty thinker and had studied and absorbed their teachings. The most direct influence on his thoughts, especially in relation to education, was exercised by the writings of Hegel and Rosenkranz. Of Hegel he said, in 1908, 'I have now commenced the reading of Hegel's Philosophy of History for the seventeenth time, and I shall get more out of it at this reading than at any previous one.' (Proceedings of the National Education Association, 1910, p. 92.)

"But he was just as familiar with the writings of other philosophers and was able to show clearly the fallacies of the materialistic and mechanistic writers. He was the constant and bitter foe of the Atomists, the Sophists, the Brahmanistic philosophers, the Eleatics, Spinoza, Hamilton, Hume, Rousseau, Herbert Spencer, and all others whose theories led, in his opinion, to materialism, pantheism, agnosticism, and atheism.

"He sought to learn the deepest thoughts of the greatest workers in all fields, to understand the genesis and interrelation of their ideas, to distinguish between those doctrines that were transient and those that were fundamental and everlasting, and to apply the basic truths to all forms of human life and civilized institutions."

Under a reciprocal arrangement for an exchange of Canadian and Scottish graduate students in education, a student teachership has been established. According to the plan, the Scottish National Committee for the Training of Teachers will nominate a Scottish graduate student for a period of one or two years of study in the Ontario College of Education of the University of Toronto; and the University of Toronto, College of Education, will nominate a Canadian graduate student for a similar period of study at a Scottish university and training center.

Brief Items of Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

Courses in pediatrics for physicians, nurses, teachers, and others in immediate contact with children are offered in the well equipped National School of Child Welfare, recently inaugurated in Mexico City. In a special laboratory mothers will receive practical instruction in care of the child.

Stores Become a College Laboratory

A course in cooperative retailing is announced by Drexel Institute, Philadelphia, Pa. It is a senior-college course, including four years of academic work, the equivalent of nine months of cooperative experience in retailing, and it carries the B. S. degree. The cooperative course will be taken during the junior and senior years, and students will spend the morning in the classroom and each afternoon and all day Saturday in the stores. They will be paid for their store work, and the expectation is that retailing cooperative students in this way will earn a substantial part of their college expenses.

Journalists' Society Sponsors Popular Education

A program of popular education has been added to the benevolent activities of the Journalists Society of Mendoza, Argentina. The society has for some time maintained a public library and free clinics, and it has recently established night schools for vocational training. In these schools instruction is given in reading, writing, grammar, and mathematics, as well as training in a number of trades and commercial subjects. Cultural extension courses sponsored by the society include history and geography, as well as lectures and laboratory work in hygiene, and in natural and applied sciences.

Commercial Education Needs Supervision

Supervision is believed to be the outstanding need in the program of secondary commercial education in the United States and every investigation of the problem seems to emphasize the urgent need of city and State supervisors, according to a study of commercial education during the period 1926-1928, by J. O. Malott, specialist in commercial education of the

United States Office of Education, and published recently as Bulletin, 1929, No. 26. No other phase of secondary vocational education has so many students enrolled, is composed of so many subjects, or prepares for so vast a variety of gainful occupations; no other phase has so little supervision to give direction to research and to obtain a prompt and general application of the findings of worthy investigations. As a result of lack of supervision and the operation of the many retarding influences, a wide variation in the stages of development of business education is seen in different communities.

State-Wide Program of Parent Education

Parent education in a few States has been incorporated into the public education program, according to a recent study of this subject by Ellen C. Lombard, assistant specialist in home education of the United States Office of Education, results of which have been published by the office as Bulletin, 1929, No. 15. In California the State department of education and the State university at Berkeley have united in a state-wide program of parent education. The project includes a nursery school in the Institute of Child Welfare in Berkeley, in which children may be studied by laboratory methods. Training is given in the analysis of situations connected with problems of child life; parents of children attending the nursery school are provided with opportunities for consultation, and with reliable information; and study groups of parents are formed in cooperation with existing agencies, such as parent-teacher associations, women's clubs, and the American Association of University Women. These organizations take the initial steps to form such groups, but when organized they are conducted under State laws, and by conforming to specified conditions are entitled to support from public funds, thus becoming part of the public-school system. It is reported that in connection with this work 164 discussion groups, enrolling approximately 5,000 persons, were organized in 1927-28.

A legal aid clinic, introduced at the University of Southern California as an experiment, has become a permanent part of the law school.

Educating Parents for Happier Lives

Whatever Contributes to the Real Happiness of Parents Contributes to Happiness of the Home, to the Child in All His Relationships, and Eventually, to the Promotion of Universal Betterment

By MRS. J. K. PETTENGILL

President, Michigan Congress of Parents and Teachers

THE TITLE given to this discussion is an immediate challenge to parents. What constitutes for parents a happy life? And how shall this positive state of happy living be raised to the comparative degree by education? Specifically, is it possible for the parent-teacher association to have a share in bringing about this state of happiness?

A Life May Interpret Happiness

It is hopeless to attempt an adequate definition of the word "happiness." The nearest approach to a true definition is found not in lexicons but in life itself. Long since, mankind recorded the belief that pleasure is evanescent, while happiness is abiding; that the individual's happiness depends not upon external conditions but rather upon the degree of efficiency with which he consciously fulfils his function. The profession of parenthood is a highly specialized one. Every imperative for adulthood is intensified and broadened in this field. To the known duties of the adult are added the demands of creative living, based upon a knowledge of the character, obligations, and privileges of the parent. All that educates the parent to activity is founded upon knowledge of his own responsibilities and privileges, giving the parent a fuller, more responsive, more intelligent—a happier—life.

The first answer to the question as to whether the parent-teacher association is educating parents for happier lives obviously is found in the group of activities within the associational life known as parent education. The secret of this great new interest on the part of parents lies in the fact that, throughout all these activities, two objects are kept before the group: (1) Understanding of the child's nature; (2) the formulating of attitude and procedure on the part of parents. The new challenge to parents lies in the fact that research has made available new knowledge. The task of the parent has been changed overnight by the simple matter of a study of the child himself. The parent is asking, and eagerly accepting, all that research and science are making available to him.

This activity is carried out variously throughout the country by means of lecture courses, observation clinics, study classes, correspondence courses, reading

circles, discussion groups. Each type meets a response, and the demand for this type of education increases. In one Michigan city of 60,000 population there are 26 schools, each having a parent-teacher association, and each association having at least one study group considering the problems of parenthood and childhood. One of these associations has six classes, each studying a different age group in the school. Some associations in favored communities have been able to secure child-guidance or behavior clinics, and in these cities the laboratory method has been possible, as well as the study plan.

Study Groups a Fertile Field

The history of the development of the study group has been remarkably similar in widely separated communities. Representatives from each of the parent-teacher units of the area attend a course of classes in parent education, reporting back to their own organizations. Immediately has followed a request for another course, which is attended by a larger number of representatives. Ultimately classes are brought into the units, and often these local groups demand three courses during the school year.

Another type of instruction is meeting an enthusiastic response. The centrally placed lecture course meets the needs of scattered small groups somewhat more effectually than does the class method. During the current year the Michigan Congress of Parents and Teachers has had the opportunity of testing the value of the lecture-conference plan. The congress requested the assistance of the extension division of the University of Michigan in outlining and promoting a program of parental education in four centers in Michigan. Four cities in rather sparsely populated areas of the State were chosen as centers. Five lectures on the young child were outlined by an expert from the university, who gave the opening and closing lectures in each of the four cities. Specialists from various colleges of the State gave the other addresses. All expenses were borne equally by the extension division and the Michigan congress. The result surprised the most sanguine of the promoters. Michigan in November and again in January is an

adventure in itself. Drifted roads and difficult highways might well spell small attendance at any sort of a meeting. Somewhat to the surprise of all, the total attendance approximated 5,000. Fathers "filled the car," and drove 30, 50, and in one case 75 miles, to hear about "faults of the child" and "obedience as a virtue." Hearing, they took good-natured issue with the speaker, entered into enlightening discussion, and finally drove home over the return miles well repaid for the trip.

Numerous requests for study material on subjects such as child behavior, mental hygiene, and character training indicate that small groups, or perhaps isolated individuals, are pursuing lines of study suggested and carried on by means of parent-teacher direction. The home education committee, which plays an active part in parent-teacher activities in most States, has for its objectives the promotion of reading circles and of study among parents. From these reading and studying parents come few reports; yet it is doubtless true that as much parental education is accomplished in these small units as in the larger and more formal groups.

Primary Importance of Parent-Teacher Program

All these methods of carrying out parental education through the parent-teacher association are plain and overt, readily classified, and labeled. Without question the largest contribution is not thus labeled and classified at all, but is built imperceptibly into the whole structure. This educational force lies primarily in the program. The educational contribution of the parent-teacher organization will eventually stand or fall through the program. Every one of the study activities cited may originate or continue outside the parent-teacher field; but the parent-teacher program is an integral, essential part of the organization. Association and program are interdependent. Each reflects the other. High-type organizations are so because of their programs—programs for the meeting, for the year, for activities, for study. And the association which fails, fails because of its program defects. In the program lies the fullest and most constant opportunity for parent education.

"Program building" has become one of the index phrases of parent-teacher en-

deavor the country over. Leaders are constantly developing new themes which center around the nature, environment, and development of the child. In associations where needs are met through some activity program, those needs are first discovered by survey and some amount of study. Subjects covered by this method of study—program presentation—range from a consideration of clothing problems to deliberations on the matter of teacher-retirement systems. A monthly county parent-teacher association letter sent to parent-teacher associations in a rural county, most of whose schools are of the one and two room variety, recently carried this program suggestion: "Our commissioner of schools wishes to bring to our attention a consideration of the problems of taxation, since the State legislature will convene very soon. Have some discussion of this matter on your program this month or next." Then followed suggestions for topics, early history of school taxation, distribution of primary-fund money, comparison of direct school tax in county and State. A note cited volume, number, and page of State Education Association publications, and suggested that they be obtained from the teacher.

Emphasis Shifting from School to the Child

No one subject has proved more engrossing than study of the physical condition of school buildings, grounds, and equipment. Heating systems, lighting conditions, seating arrangements, sanitary conditions, equipment—all come within the purview of the parent-teacher program. The health program of the school is mastered, and thereby becomes the health program of the home. In many organizations a study of the curriculum has been the membership's chief interest for two years. The shifting of emphasis from the school to the child—from learning to living—finds parents uncertain as to the purposes and methods of modern education. A study of the curriculum and actual demonstration of new methods have solved more than one problem of public response to the introduction of new matter in the school program. Last year a county school commissioner visited every parent-teacher association in his county and, using the children resident in the community, demonstrated a new reading method. Parents recognized the effectiveness of the new method, and, in this county, antagonism to "new-fangled ways" became enthusiastic support.

It would be preposterous to assume that all parent-teacher programs have an educational content. Many are programs of entertainment merely, many are given over to subjects which lie entirely outside the legitimate interests of the parent-teacher movement. There is, however,

an ever-increasing number of parent-teacher programs which are educational to a greater or lesser degree. Of an estimated total of 250,000 programs presented in the country within a year, there must come a definite and constructive force toward parent education which is far from negligible. As leaders develop and their programs become more germane to the genius of the parent-teacher movement, the program will eventually prove to be the organization's chief contribution to parent education.

Since activities, as distinguished from programs, constitute the second factor in the organization's indirect contribution to parent education, some of these activities should here be given consideration. The parent should be the citizen par excellence. His is an entailed responsibility, passing down through his descendants and shaping irrevocably the world that is to be. Once again the parent-teacher organization becomes an educator in the field of civic response. In the 1929 summer round-up of children, 294 associations in 103 communities in Michigan registered to undertake the task of sending to the entering grade of school a class of children 100 per cent free from remediable physical defects. This project involved the establishing of relationships with other agencies—boards of health, medical societies, school boards, dental societies, county supervisors, State departments of health and education. In almost all cases these contacts with public, social, and educational agencies were accomplished with harmony and effectiveness; an achievement of no small value to the community and of great importance in the individual parent's social development.

Work for Others has Cultural Value

In one Michigan county, the county library, with its large quota of books, its 18 library centers, and trained county librarian, owes its existence to the parent-teacher interest which undertook the popularizing of the project. Aside from the immediate and inestimable benefits of library service, there accrued to those who developed the project advantages of lasting value. They have learned the technique of working with governmental agencies as the State laws were invoked to make possible the establishing of library service.

Wise Use of Leisure Enriches Life

Enrichment of life finds its place in other phases of activity, particularly in those centering around the "Wise and worthy use of leisure." Interesting evidence of this is adduced from replies to questionnaires sent in 1929 to local associations in Michigan. Of 500 replies received, 85 per cent reported some activity, study, or program bearing on this subject.

A recent report from the district chairman of one of the nine districts in Michigan stated that during the spring months of 1930 general emphasis throughout the entire district was to be placed on home gardening. Delegates to State and national conventions eagerly attend the play sessions, not so much for the sake of play at the moment, but rather that they may secure a stock of games and community stunts for use "back home."

Writing of the course of development in a 1-room school, a field worker states: "The first activity of one of these small schools is to socialize the neighborhood. The members gather and learn to play, to fraternize, to sing together, to take part in various contests, long before they get down to real parent-teacher activities." Music is undoubtedly the most important of these life enrichment influences. An illustration from one of Michigan's sparsely settled counties is a case in point. A small orchestra made up of parents from different parts of the county meets once a week for practice if weather permits. So far as possible this orchestra plays on invitation at all parent-teacher meetings in the county. There is no other musical organization in this territory.

Experiment of a Parent-Teacher Summer Camp

Another leisure-time experiment is to be tried during the coming summer—a parent-teacher camp on the dunes that border Lake Michigan will combine some of the more formal parent-teacher features with opportunity to enjoy the sun, air, sands, and water. Guided reading, opportunity for creative work, hobbies—these are fostered by parent-teacher associations which have caught the challenge of the new leisure. Properly related to the basic principles of parent-teacher work, they add to other educational phases the motif of happiness which enhances and magnifies every other value.

The parent-teacher movement makes its contribution to parent education in yet other ways. The more important methods of study class, program, and activities have been presented. Possibilities for the enlargement of these features are limitless. Many observers see in the parent-teacher organization the greatest opportunity of the day. Wise leadership and technical guidance are needed and happily are forthcoming over the entire country.

Parent education should bring into the life of the parent intelligence, enrichment, significance in all that pertains to the privileges and tasks of parenthood. Parent-teacher endeavor is accomplishing this high purpose. The movement is building increasingly toward its first task, which is simple in intent and universal in its application. It is this: To give to this generation of children better parents.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION

Acting Editor HENRY R. EVANS

Terms: Subscription, 30 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C.

APRIL, 1930

Good Citizenship—The National Aim in Education

THE QUESTION has often been asked, "Is there a national aim in education?" One might answer by saying that our national aim in education is the production of good citizens. It was early recognized by the founders of the Nation that public welfare is dependent upon the education of its citizens. The ordinance of 1787 declared that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

Conditions existing in those days were simple as compared with the present time; there were no large cities, with congested populations; no great economic and industrial problems to solve; no vital questions of world polity to meet. To-day the problems of training our 27,000,000 children in public and private schools and the elimination of adult illiteracy loom large on the horizon. We live in an "age of science," when everything is scrutinized carefully and put to the test, without fear or favor. Education is subjected to the white light of scientific investigation and laboratory experimentation. Many old educational ideas and methods are relegated to the scrap heap, for new conditions must be met. "A century of scientific discovery," says a noted publicist, "has vastly increased the complexities of our national life."

Our national aim in education, as before stated, is the production of good citizens, for no republic can long exist where ignorance and superstition prevail. No one can deny this proposition. But the problem begins when we attempt to define the best methods of educating people for good citizenship. That the American people as a whole are interested in this question goes without saying. They recognize that education is the "great national business," and are willing to spend annually the vast sum of more than three billion dollars. The educational system in America is attacked by many independent and thoughtful schoolmen, as

well as by laymen. The most common criticism brought against it is that there is an irreconcilable divergence between academic schooling and the actual needs of practical, everyday life; that the curriculum of the common schools is unwieldy and misemphasized; that the children are sent out into life without the proper equipment to meet the social, civic, and political exigencies of the times, etc.

A prominent layman, who was formerly engaged in school work but is now a banker, says:

If a committee of practical laymen, unbiased by precedent and the traditions of education, were asked to outline a course of study for the public-school system, they would, in all probability consider the common needs of people in their experiences of life, and make these needs the foundation of their plan. It is reasonable to assume that this committee would suggest some such formula as follows:

1. A course in the elementary laws and habits of health, designed to lay a firm foundation of physical endurance for the future demands of life and work; an understanding of the social and economic value of a healthy body and the means of attaining it.
2. A broad, comprehensive course in economic guidance, with emphasis on the proper selection of a life work; the essential elements of success in a life job; and the management of the life income.
3. A course in the interpretation of democratic citizenship, designed to produce a quality of enlightened civic conduct and political thought that will raise the standard of community life.
4. A course in the modern social arts, with emphasis on culture and good manners; the cultivation of a taste for good music, aesthetic beauty, wholesome entertainment, and refined social conduct; and the encouragement of any special tendencies of professional ability.
5. A course in ethics, with emphasis on individual integrity, honesty in business, respect for others' rights, and a knowledge of moral values.

The foregoing is an interesting summing up of the present educational problem. Many of the measures advocated by the banker-educator are met by the schoolmen of to-day.

It has been said often that teachers are out of touch with the workaday world; that professors in great institutions of learning lead cloistered lives, and so are not fitted to grapple with problems that confront the average man. If such be true, then we should be willing to listen to the criticisms of intelligent laymen and to profit by them.

We are living in an age of machinery, and to a considerable extent we are becoming obsessed by it. Realizing the emphasis that at present is put upon material things, thoughtful schoolmen are urging, as one of the great aims of our national education, that more emphasis be placed upon education for leisure; upon cultivation of the things of the spirit—art, music, literature, and all that lifts the soul of man above the earth to the stars.

To sum up: The grand climacteric of education is the formation of character, which is the bedrock of citizenship. Without it states and nations decay.

Printing Courses Offered in New York City

New York City affords many opportunities for learning the printer's trade, which is the second largest industry of the metropolis. The following courses are offered in the Central Printing Schools, as reported by the New York Employing Printers' Association, Inc.:

School for Printers' Apprentices—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.) and Typographical Union No. 6—enrolls composing-room apprentices under a 5-year indenture signed by the union and the employers.

School for Printing Pressmen—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.), Printing Pressmen's Union No. 51, and the Board of Education of the City of New York—enrolls job-cylinder pressmen apprentices in union shops.

School for Web Pressmen—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.), Web Press Union No. 2, and the Board of Education of the City of New York—enrolls web pressmen apprentices in newspaper pressrooms in New York City.

School for Machine Typesetting—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.), Typographical Union No. 6, and the Board of Education of the City of New York—is open to fifth-year composing-room apprentices with four years' training in an approved school, which in New York is the School of Printers Apprentices described above.

Central Printing Trades Continuation School—maintained by the Board of Education of the City of New York—enrolls boys under 17 years of age who are employed in printing establishments in New York City, and who are required by law to attend a continuation school four hours each week.

A formal request to the board of education for a \$2,500,000 building to serve as an educational center for the graphic arts industry was included in a statement issued by a conference on printing education in New York City held on January 30, 1930. The conference was attended by representatives from all the employer and craftsmen's organizations in the industry. Dr. John H. Finley, chairman of the Advisory Board on Industrial Education, and associate editor of the New York Times, presided.

The need for this central building was emphasized by the industrial education survey commission of the board of education in 1918.

New York University Dedicates A New Education Building

By MRS. KATHERINE M. COOK

Chief of Division of Special Problems, Office of Education

AN INTERESTING and important event immediately following the Atlantic City meeting of the Department of Superintendence, and attended by many en route home from that meeting, was the dedication of the new building to house the School of Education of New York University. The dedicatory exercises were held February 28 and March 1 in New York City, in the building located at Fourth Avenue and Green Street, just off Washington Square. The dedication program began on the top floor and worked itself down to the auditorium on the first.

A New Form of Dedication Program

Chancellor Elmer Ellsworth Brown and Dr. John W. Withers, dean of the School of Education, led a group of educators in a tour of the building, stopping at the several centers for formal dedication of each. Their brief formal dedication was followed by appropriate programs in each of the several centers, including at least one address by an outstanding authority in the field. Among the speakers were Dr. Henry Turner Bailey, who spoke at the art center; Dr. David Sarnoff, president of the Radio Corporation of America, at the vocational training center; Dr. John Erskine, at the music center; and Dr. Clifford Beers, founder of the National Committee for Mental Hygiene, at the psycho-education and mental-hygiene clinic. As announced at the dedication, the new building is to house the special work of the School of Education, including physical education, business education, aeronautical education, home economics, industrial arts and vocational education, music and art, psycho-education and mental-hygiene clinic, and a clinic for the social adjustment of the gifted. The latter is the first of its kind to be established in conjunction with a school of education anywhere, and should make a unique contribution to the field of education. While experimental work with gifted children is not new, the clinic plan contemplated in the School of Education is said to be an innovation.

Significant Growth in Nine Years

Immediately following dedication of the several centers the building itself was formally dedicated, with appropriate ceremony, in the auditorium on the first floor, when brief addresses were made by Chancellor Brown and Dean Withers, of the School of Education. The architect

of the building formally turned over the key of the building to the chancellor, who in turn passed it to the dean. In accepting the building for the School of Education, Dean Withers, reviewed briefly the nine years of history of the School of Education since his incumbency. In 1921 there were 4 part-time faculty members and 141 students. The student body has grown to an enrollment of 7,067 for the present year in regular courses, and 2,000 are enrolled in courses in the Institute of Education. The faculty now numbers 160. The budget for 1930-31, Dean Withers anticipates, will be over a million dollars, coming entirely from student fees, since the School of Education has no endowment. University enrollment for the present year passes 37,000.

The building is a handsome 12-story structure, erected at a cost of \$1,700,000. It is the first new building for the School of Education, and is expected to be the forerunner of a series of similar modern buildings. Much of the property facing Washington Square has already been leased with a view to future expansion. In the use of space provided, the new building represents progressive rather than traditional ideas of buildings devoted to the training of teachers. Classrooms of the usual type are uncommon. The department of physical education, to which 4 of the 12 floors are devoted, 2 for men and 2 for women—with gymnasiums, commodious rest rooms, individual showers, lockers, etc.—is an example.

Notable Addresses Were Delivered

The program Friday afternoon at Judson Church, across the square from the university buildings, was a memorable one. The general topic, crime, was discussed from the standpoint of law by Dr. Frank Henry Sommer, dean of the School of Law of New York University; from the standpoint of the press, by Mr. William L. Chenery, editor of *Colliers*; from the standpoint of religion, by Rabbi Stephen Wise, of the Free Synagogue; and from the standpoint of education, by Waldo Frank, author. Dean Withers presided.

On Saturday morning exceptionally attractive programs were held in various centers. The educational administration conference was addressed by Superintendent Frank Cody, past president of the Department of Superintendence of

the National Education Association; Dr. E. C. Broome, superintendent of schools of Philadelphia; and Dean William F. Russell, of Teachers College. The conference on educational psychology, held in the psycho-education and mental-hygiene clinic center, was addressed by Dr. Charles H. Judd, of the University of Chicago; Dr. Arthur I. Gates, Teachers College, Columbia University; Dr. Frank Freeman, of the University of Chicago; and Dr. D. S. Snedden, of the Graduate School of Education of Harvard University. Contributing to other similar conferences were a long list of outstanding educators, including Prof. David Snedden, of Columbia University; Profs. Edwin Starbuck and Ernest Horn, University of Iowa; Dr. George E. Vincent, of the Rockefeller Foundation; A. L. Threlkeld, superintendent of schools, Denver, Colo.; Dr. Carleton Washburne, of Winnetka; Profs. Milo B. Hillegas, W. H. Kilpatrick, Harold Rugg, Lois Hayden Meek, and W. C. Bagley, of Teachers College; Dr. Arnold Gesell, of Yale University, to mention only a few.

Prof. Ambrose L. Suhrie, of the School of Education, acted as toastmaster at the dinner given in honor of the dean at the Hotel Astor on Friday evening. The program consisted of greetings from Dr. Elmer Ellsworth Brown, chancellor of the university, and addresses by Dr. George Alexander, president of the council of New York University; Dr. William John Cooper, United States Commissioner of Education; and Dr. John H. Finley, associate editor of the *New York Times*. At the close of the addresses a portrait of Dean Withers was presented by the toastmaster as a gift of the students to the School of Education. Dean Withers responded briefly, referring to the inspiration he had received from a teacher of his early boyhood, who was then his guest.

The spirit of the occasion is expressed in the following message, a copy of which, signed by Dean Withers, was given each guest:

To live in this age, take part in its activities, study the great forces at work, try to estimate their influence, discover the trend, and forecast the result; to participate in friendly and intelligent cooperation with men and women everywhere in bringing about a better future—this indeed is an inspiring privilege, a constant joy.

As part of a social service course, the mothers' aid law of North Carolina, considered as a child-welfare measure, is studied this year by from 5,000 to 10,000 women in missionary societies of the Methodist Church in local communities throughout the State. Under the provisions of the law, during the past two years 2,168 children have been kept under home influence through assistance given 542 mothers.

Library Fits and Misfits in Rural Schools of Hawaii

Friendly Aloha Greet Traveling Librarian in Rural Districts of Hawaii. Each County Has a School Librarian. Children of Immigrants from the Orient Attend Many of the Rural Schools

By MARY STEBBINS LAWRENCE

Library of Hawaii, Honolulu

WHY should we fit our library into a standardized system? Why rush for large circulations, for crowded story hours, for much club work? In this beautiful tropical clime, why not teach our people an increased love for beauty, and a joyous appreciation of color and of life by means of books and pictures?

I have just returned from a luncheon given by the Hawaiian Civic Club with Frederick O'Brien as honor guest. He has lived many years among the Polynesians, and considers them the most interesting people whom he has met. Where else in the world could one find more kindly hosts, sweeter, and more soulful music! He attributes it to their friendly and kindly natures.

And the atmosphere of early Polynesian Hawaii permeates the islands to this day and creeps gently into our library work. A friendly aloha greets us from the community and from the school as we carry our wares to and fro, until even the most remote districts have a touch of the magic charm of books.

Our problems are individual—this refers to economic problems as well as racial ones. Visualize a typical country school. If you remember the one you attended it may have been a 1-room school in an isolated country district where the population was scattered. One teacher must guide the destiny of children of all ages. With the exception of a few schools in sparsely settled districts, a rural school in Hawaii is as large as a city school. It is situated in the heart of a sugar plantation and draws its personnel from the hordes of children in the plantation camps. The largest rural school is a 35-room school on the island of Hawaii in the Kona coffee district, but many of the plantation schools are nearly as large. The reading habits of these future voters are determined largely by the school libraries sent out from the four county libraries.

Establishment of County Libraries

Until 1921 the work of establishing and maintaining school libraries in the rural schools was carried on by the stations department of the Library of Hawaii with the help of the Hilo Library, which looked after about one-half of the rural districts on the island of Hawaii, Hilo

being their main port. In that year a county library bill was passed by the legislature providing for the establishment of county libraries for Maui and Kauai Counties. The existing Hilo Library enlarged its scope to include the entire county of Hawaii. This relieved the overworked stations department of the Library of Hawaii and limited its field to the county of Oahu, including the city of Honolulu.

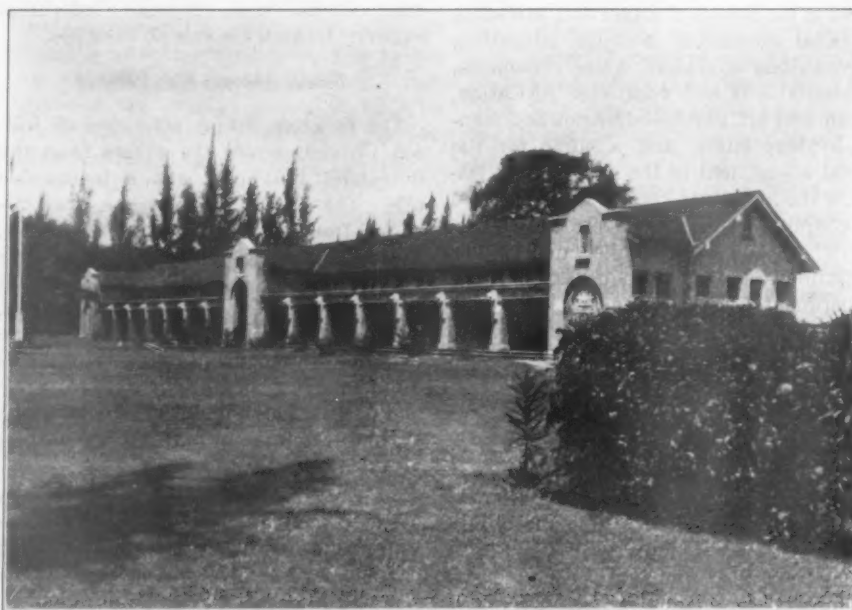
Each Island has Individualities

These four libraries are independent but strongly cooperative. They all rely upon the Library of Hawaii for special requests which they are unable to fill. The annual convention of county librarians usually takes place in the spring of the year in Honolulu. Librarians of every type of service, both public and private, are thus enabled to share in the general meetings and imbibe the get-together spirit which is important to all of one profession. These conventions also give the county librarians a chance to thrash over similar problems. Sometimes our methods are the same, but more often there is a slight variation. Each island has its individualities in library patrons, as well as in scenery and in charm.

Community libraries are established for those of the adult population who are in the position to use libraries; but by far the largest per cent of library work is with the children in the schools.

At present each county has a school librarian who visits the schools and gives them as much personal service as possible. The children's librarian in the Hilo Library acts in a double capacity, serving city children at the library and rural children in the schools. Hence it is not possible for her to give the personal service in the rural districts that other school librarians are giving. Her distances are great, and that makes personal contact difficult. At the beginning of the school year she accompanies the county librarian on a week's trip around the island. Sometimes another trip is possible, with occasional visits to special schools on special occasions. But the bulk of her work must be done by correspondence. The stations department of the Library of Hawaii handles the county work for the city and county of Honolulu. It serves all rural schools and also sends collections to city schools in Honolulu. This service helps to relieve the congestion in the children's department of the Library of Hawaii. In spite of this increasing service in the schools, the children's department circulates as many as 2,000 books on a busy day.

The school librarian considers the circulation of books to the schools the major part of her work. She begins by sending a form letter to each principal announcing the services that the library is ready to give to teachers and pupils, both in connection with their school work and for recreational purposes. Special features, such as pictures and pamphlets and other aids in project work, are mentioned.



Wing of plantation school

She asks them to notify her of special requests. Where these are forthcoming she builds up her library around them as a nucleus. Where no such requests are received she makes her own selection for the shipment, taking into consideration the size and type of the school and the general reading ability of the pupils. The present plan in most cases is to send out at the beginning of the school year a fairly large collection of books for recreational reading and a small collection of reference material which is rather general in character. The reference material for projects is supplied throughout the year as special requests are received.

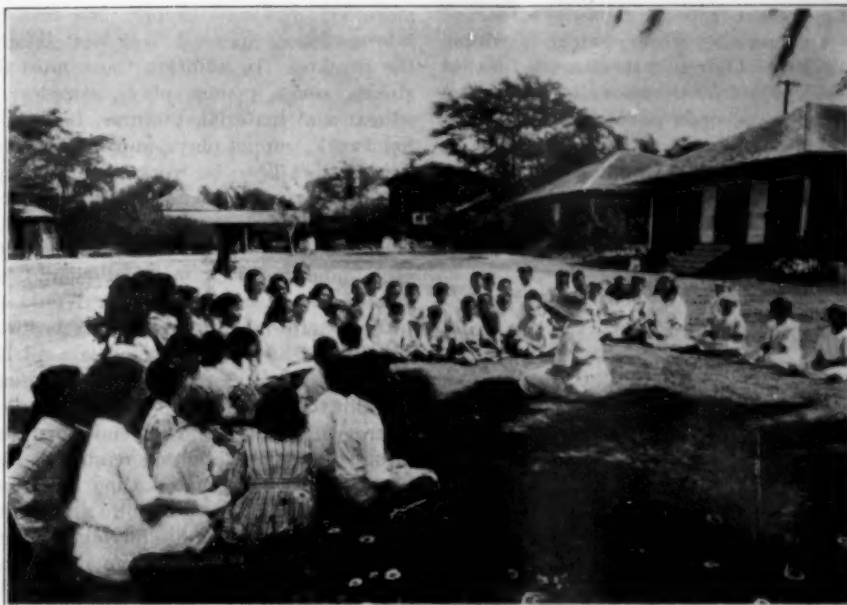
Shipping of School Deposits Varies

The method of shipping out the school deposits varies with the different schools. Some shipments are made by mail, some by freight, some by boat, and in some instances the school calls for the collection. In a few cases where the schools are extremely isolated the library makes the delivery with its own car. Frequently, if the school librarian is making a school visit she will take the books for the school which she is visiting or for near-by schools.

In each school some member of the faculty is appointed to be custodian of the books. Sometimes this may be the principal, sometimes the secretary, often a teacher. In many cases when a teacher volunteers to add this to her crowded program she is assisted by upper grade children in the routine work of charging and discharging the books. In the case of the larger schools where a room has been set aside as a school library a teacher is relieved of some classroom work in order that she may conduct library periods for the students and make some progress in establishing an organized library room.

School Librarian Instructs New Teacher-Librarian

The school librarian must instruct each new teacher-librarian in the routine work of the library for which she is responsible. In the senior and junior high schools of the rural districts the librarians or part-time librarians are members of the faculty with definite library duties and have had some library training. In the elementary schools part-time librarians are not recognized as such, and are teachers without library training. They are chosen because they teach literature or because of some other related interest. Where there is a library room and a library to be organized, the work falls upon the shoulders of the school librarian of the county library. She must classify, catalogue and prepare for the shelves all books which are the property of the school itself and which are suitable for library use. She sometimes gives talks to groups



Out-door story-telling the year round

of teachers and of pupils to emphasize the library idea in the schools.

This work is entirely voluntary. She must use Hawaiian tact or intuition to approach each principal in the way he likes best to be approached and to give him only as much help as he requests of her. School visiting is one of the pleasantest sides of her library work, for the country districts retain much of the hospitality for which Hawaii is famous, and the schools reflect it. With this enthusiasm and appreciation what wonder that the librarian's heart goes with her into her work. With unbounded possibilities and no trained help she finds her resources taxed to the utmost. At present it is beyond the utmost in the matter of organizing school libraries. On the island of Oahu the librarian organized so many of these libraries that the work had to be discontinued and the schools advised to hire a cataloguer as new books arrived to be prepared. On the island of Maui the school librarian partially solved the problem by conducting a Saturday morning class for such teachers and principals as were interested in learning something of school libraries. If this work is to grow naturally the schools will have to come to the rescue with trained help or some provision must be made for the library to engage a special staff for this service to country schools.

Normal School Gives Course in Library Technique

Because of urgent need the normal school came to the rescue at the summer session this year with a course in school library technique. The instructor was a member of the staff of the Library of Hawaii and about 40 teacher-librarians availed themselves of the opportunity. The University

of Hawaii gave a similar course for high-school librarians to a group of 15. Many who applied for the work had to be turned away, which proves the need of many more such courses.

Course in Children's Literature

Strange as it may seem our teacher-librarians are receiving more organized help from the library on the inspirational side than on the technical side. The librarian of the teachers' department of the Library of Hawaii is included on the normal school staff for a special course in children's literature, which is given to four groups during the year. This is a required course of 12 lessons for all seniors who have elected primary or intermediate work. Thus more than a hundred young teachers go out into the rural schools each year with the advantage of this cooperation with the library. If the course has prepared them to enrich the lives of their pupils through a love for great literature who can say that it is not worth more to eternity than a knowledge of library technique. Of course we want both.

Library Service During Summer Vacations

How about summer vacations? Do the children read then? Plantation children in Hawaii are not allowed to be idle. During the summer months when school is not in session they must work in the cane fields if they are boys and care for the babies of the family if they are girls. Both boys and girls, if they are Japanese, as most of them are, must attend Japanese language school at least during part of the day. This leaves only a few to be supplied with recreational summer read-

ing. In some cases this minority is reached by a community library which is willing to include children in its clientele for that short period. Occasionally a school library keeps open once a week where a teacher in the vicinity volunteers to be responsible for it. Children on vacation in the country are privileged to take collections from any one of the county libraries for an extended period.

Library and School Curriculum

When the public library began its service to rural schools over 15 years ago we found ourselves doing pioneer work. The schools were standardized and the teachers were supplied with desk copies of the children's textbooks, and that was practically all the reference material at their command. The children's literature came from the graded-school readers. Story-telling to the younger children was limited to a few stories which were taught so thoroughly that they became distasteful to both teacher and pupils.

The inadequate fund for rural schools was used to supply teachers with reference material and children with books for home reading. The librarian devoted as much time as possible to book talks, lessons in the use of the library, and story-telling as an introduction to books. Where the schools at that time ran parallel with life in their own narrow groove, this outside connection with a larger field was always joy to the children. It gave them a breath of life itself.

In those pioneer days the library took the initiative toward an activity program. But gradually the schools have been able to change. In 1920 a survey of education in Hawaii was conducted under the direction of the United States Commissioner of Education and its results were published in Bulletin, 1920, No. 16, by the Office of Education at Washington. The reaction from this report was beneficial and enabled the progressive teachers to carry out less formal programs with the sanction of the department. The normal school raised its entrance requirements. The barriers were beginning to crumble! All these changes had their effect upon the libraries and the increased demands made upon them for a broader scope of material.

Provision for Research Bureau

Then in 1927 the Territorial Legislature provided for the establishment of a research bureau as a department of the public schools. This has already threatened to revolutionize the reference problem of the school librarian. Heretofore she has been practically able to supply the needs of the teacher for reference. Now pressure is coming from the schools. In preparation for a given project launched by the

more venturesome teachers one text of informational material will not satisfy the demand. In addition there must be stories, songs, poems, plays, samples of educational material, pictures, books on handwork, puppet plays, and sand tables. The project is to be worked out by the pupils themselves hence there must be material for their own reading.

How shall this new situation be met? How much of this material should be classed as teachers reference? Would all project material for the teachers be thus classified, leaving that which is used by the children as recreational reading? Should the schools build up their own reference libraries and depend upon the public library for children's reading? The library staff feels that a time has come when there must be a definite agreement to avoid duplication in buying. Where does the responsibility of one begin and the other end?

Problems for Solution

Other problems for solution have also arisen from the change in the character of the schools. Shall the schools or the library handle the work of cataloguing and organizing school libraries? How long before the elementary schools will be able to include a school librarian as a regular member of the faculty?

In our city schools are many children of foreigners who came to the city from the plantations. In our rural schools are those whose parents migrated directly from the Orient to the plantations and know nothing of American culture and ideals, except what is furnished them by the plantations themselves. They bring from their older culture a love of color and of beauty and of rhythm. The native Hawaiian has also a love of beauty and a joyous appreciation of color and of life. Let us hope that our school libraries encourage these attributes and that with our ability at organization we do not lose sight of the fact that the library furnishes a beautiful environment in which an appreciative teacher-librarian may introduce these children to the beautiful and colorful in the world of pictures and of books.

Education Moves Forward with Rapidity

(Continued from p. 143)

filming *The Chronicles of America*. Professors Knowlton and Tilton have carefully checked against other methods of instruction the results of using such films. In seventh-grade history teaching they discovered decided advantages of the visual method over the older plan of book teaching alone. We are aware of the experiments of Finnegan and his associates and of the advantages found by Profs.

Frank Freeman and Ben Wood in the use of these films for instruction in geography and in elementary general science.

Possibilities of the Talking Picture

In the meantime there arises an entirely new instrument—the talking picture. Already its possibilities in recording operations of great surgeons has been demonstrated. Men like the Mayos, who can not be had for the faculties of our medical schools, may perform their operations under the camera, explain them in detail, and send the films not only into medical schools but into every city and hamlet of the land to keep the medical profession up to date and alert.

Use of Radio by Educators

We note the renewed interest of educators in the use of radio, a tool of tremendous power which appeared to be degenerating into an instrument of cheap entertainment, blatant advertising, and propaganda. The city of Cleveland reports unexpected results in subjects considered most bookbound. The State of Ohio has a well-established program now receiving critical evaluation. Both of the great broadcasting companies are undertaking experiments on a nation-wide scale, one in music particularly, and the other in history, literature, and art and music appreciation. Committees are at work studying the possibilities of recording on disks, for local broadcast at any time, great lectures by eminent scholars in various fields. When we contemplate what such a record or a talking picture of the Gettysburg address would mean to us to-day, our minds can comprehend the importance of the efforts of these experimenters.

America Becoming a Leader in Education

American educators are studying in scientific and professional spirit the problems of our time. They are shaking off the fetters of tradition. No longer do school boards send delegations abroad to bring back ideas for our democracy. No longer do we send our foremost scholars abroad to become authorities in Locke, Rousseau, Hegel, Froebel, and Herbart. Our rapid advance in the sciences basic to education and our supremacy in mechanical lines open for us the road to world leadership in education.

With such determination and under the leadership of the men and women who sit in this convention, be they professors in our schools of education who constitute our board of strategy or be they actual administrators in State, county, and city superintendencies who constitute the officers of the great army of 800,000 American educators, American education moves forward.

30
14.3
2/25/30

International Congress on Mental Hygiene

By JAMES FREDERICK ROGERS, M. D.

Consultant in Hygiene and Specialist in Health Education, Office of Education

AN INTERNATIONAL Congress on Mental Hygiene will be held in Washington, May 5 to 9 of this year. One of the morning sessions (Thursday, May 8) will be devoted to mental hygiene in colleges, high schools, and grade schools.

First World Meeting on Mental Hygiene

A dozen or more international congresses on school hygiene have been held, but this is the first world meeting with reference to mental hygiene in any of its fields. Since man is not merely a body but a body-mind or mind-body, it would seem that the word hygiene should be all inclusive and that mental health would have figured largely in the international congresses previously held. Such was not the case, however, and we wonder whether in the coming meeting the line is to be as sharply drawn from the other side between spiritual and material things affecting the life of the child. On the contrary, we hope that this congress will help to erase this line to the end that the importance of mental states as affecting both mind and body will be given due prominence. In our school health work we are entirely too much given to fresh air, milk, spinach, and exercise, which are well enough in their place, but as Plato said, "My belief is, not that a good body will by its own excellence make the soul good, but on the contrary that a good soul will by its excellence render the body as perfect as it can be." Mind and body are not to be separated and the influence of the former over the latter is stronger than the reverse effect. At any rate, it is only the person who has the desire to be and to do something worth while who is likely to make much use of the information which we furnish concerning hygiene from the material angle.

We were recently asked by a city superintendent regarding a very optimistic report of the results of the correction of dental and other physical defects upon the behavior of troublesome pupils. He thought that if such results could be so obtained our schools should be much more active along these lines. We were obliged to reply that misbehaving and delinquent children (aside from their cerebral machinery) are not more defective physically than are other children, and that such results on conduct as were reported must have been due chiefly to the exhibition of unusual personal interest in and better understanding of the pupil and to a closer contact with the home.

In other words, unintended mental hygiene produced far more effect than what was done by way of bodily hygiene. We work more easily and better if the bodily machine is at its best, but a pair of spectacles or a dental filling do not counteract mental conditions in school, home, or society which cause rebellion against the existing order. Life is not quite so simple.

Mental Hygiene Hazy But Taking Shape

The business of the mental hygienist to-day is quite clear in regard to the discovery of, and care for, mental defectiveness on the one hand and of the mentally diseased on the other. These are nearly equivalent, however, to such gross physical conditions as club feet and advanced tuberculosis. In the wide field between—in the realm of the prevention of mental ailments, big and little, and the reduction of delinquency and crime—mental hygiene is a bit hazy but is taking shape. The conditions the mental hygienist deals with are more elusive and difficult to manage than are diet, ventilation, defective vision, or diphtheria. Incipient tuberculosis may be detected with a fair degree of certainty from an X-ray picture and a tuberculin test, but the signs of beginning insanity are not quite so easily determined, and conditions which lead to criminality are very complex. There are certain conditions, however, that make for mental ill health and its accompanying physical depression which are so well known that they ought not to exist in any schoolroom. Doctor Treynor, of Council Bluffs, has recently called attention to what he calls "school sickness," characterized by anxiety, irritability, and a highly emotional state, poor appetite, and unsound sleep. He considers this rather common condition as due to "the delusion of educational democracy"—the belief that all children under due pressure can be made to perform alike mentally. That such a pressure system exists elsewhere with just as serious results is indicated by a naive answer from another community to an inquiry of this office concerning the selection of pupils for open-air schools. The correspondent said that many pupils were selected because of evident decline "due to pressure of the school program." It is to be hoped that the International Congress on Mental Hygiene will have some influence in reducing the degree of fear and worry from which many a school

child suffers due to causes wholly within the school. It has been stated by one who has had experience that what the insane most need is a friend, but the school child is in equal need of a friend if he is not to be driven temporarily or perhaps permanently across the easily crossed but ill-defined line between mental sanity and insanity.

The coming congress promises to be truly international as the program committee is making an effort to select from every country the most representative person in his special field. Where such persons can not afford to come to this country the congress will pay their travel expense.

Translations of Speeches to be Furnished

On each of the topics on the program a principal speaker is chosen who will be permitted to hand in a paper of some 5,000 words. This will be published before the meeting in different languages for the benefit of those who take part, but the speaker will be limited to an outline of his ideas to occupy not more than 10 minutes. Four other speakers will discuss the initial paper, and, while they may offer for publication in the records an extensive statement, they also will be limited to 10 minutes each. Translations will be given from the platform as the speakers proceed. Following these five 10-minute addresses, other members of the congress will be allowed two minutes each for remarks. It is evident that the published proceedings of the congress will be a mine of information. The principal speaker on mental hygiene in elementary schools will be Dr. Otto Rank, of France; on mental hygiene in high schools, Dr. Guido Cesaro Ferrari, of Italy; and on mental hygiene in college, Dr. Arthur H. Ruggles, of Providence, R. I.

Officers of the Congress

President Hoover is the honorary president of the congress; Dr. William A. White, of Washington, D. C., is president; Clifford W. Beers, of New York, is secretary-general; Dr. Frankwood E. Williams, of New York, is chairman of the program committee; and John R. Shillady is administrative secretary with headquarters at 370 Seventh Avenue, New York City. A membership fee of \$5 includes a copy of the proceedings. Without the proceedings the fee is \$3.

A moving-picture film showing educational progress in South Dakota, from early struggles of the pioneers to the present day, was exhibited in the auditorium of the United States Department of the Interior on February 20, 1930. It was prepared at the Eastern State Normal School, Madison, S. Dak., of which Edgar C. Higbee is president.

Annual Meeting of the National Committee on Research in Secondary Education

Sponsorship of Numerous Studies in Field of Secondary Education and Preparation of List of Topics Suitable for Investigation in National Survey of Secondary Education Among Undertakings of Committee during Past Few Years

By CARL A. JESSEN

Senior Specialist in Secondary Education, Office of Education

ACCOMPLISHMENTS of four and one-half years were passed in review before the members of the National Committee on Research in Secondary Education at their annual meeting in Atlantic City, on February 24, 1930. William John Cooper, United States Commissioner of Education, Dr. Leonard V. Koos, associate director of the national survey of secondary education, and Dr. J. B. Edmonson, chairman of the committee, alluded to the various important activities during the short time the committee had been in existence.

Undertakings Completed by Committees

The principal completed undertakings as reported to the membership in an earlier progress report and as discussed by Chairman Edmonson were as follows:

1. Formulation of a statement regarding research procedure. This statement, prepared by a committee of which Arthur J. Jones was chairman, was printed by the United States Bureau of Education as Bulletin, 1926, No. 24, *An Outline of Methods of Research with Suggestions for High School Principals and Teachers*.

2. Preparation of bibliographies of completed and in-progress studies. (a) Bibliographies of completed studies were printed as Bulletins of the United States Bureau of Education, 1926, No. 2, and 1927, No. 27; E. E. Windes was chairman of the committee organizing these materials. (b) Under the chairmanship of John K. Norton, two bibliographies of in-progress studies were prepared and circulated in mimeographed form in February, 1926, and February, 1927.

3. Investigation of rural junior high schools. E. N. Ferriss was chairman of the committee conducting this special study. The results of the investigation were published as Bulletin of the United States Bureau of Education, 1928, No. 28, *The Rural Junior High School*.

4. Sponsorship, including services of consultation and advice, in connection with the following studies: (a) Montague, J. F., *Senior High School Promotion Plans*. Manuscript submitted to United States

Office of Education for publication. (b) Baer, Joseph A., *Men Teachers in the Public Schools of the United States*. Awaiting publication by Ohio State University. (c) Proctor Wm. M., and Brown, E. J., *College Entrance Requirements in Relation to Curriculum Revision in Secondary Schools*. Reported in sixth and seventh Yearbooks of the Department of Superintendence. (d) Roemer, Joseph, *Secondary Schools of the Southern Association*. Published as United States Bureau of Education Bulletin, 1928, No. 16. (e) Foster, Frank K., *Status of the Junior High School Principal*. Completed and manuscript considered by the United States Office of Education for publication.

5. Sponsorship of a series of articles appearing in *SCHOOL LIFE*. The practice has been to have at least one article prepared by a member of the committee appear in each issue of *SCHOOL LIFE*. Thirty-five articles have been thus sponsored, eleven of these during the last year.

6. Assistance to the United States Office of Education in its service to secondary education. Specifically the committee has been active in the following directions: (a) Extending the subscription list of *SCHOOL LIFE*; (b) furthering the plans for a national survey of secondary education; (c) studying the services of the Office of Education to secondary education.

7. Preparation of a list of topics suitable for investigation in the National Survey of Secondary Education. This list of problems was prepared by a committee of which E. J. Ashbaugh was chairman. Reactions to the outline were secured from more than 150 educators.

Recommendation of Executive Committee

The recommendation of the executive committee that the American Association of Junior Colleges be admitted to membership in the National Committee on Research in Secondary Education was acted upon favorably. Dr. L. W. Smith, superintendent of schools in Berkeley, Calif., and chairman of the research committee of the association, has been named the committee representative of this

organization. Dr. C. O. Davis, editor of the North Central Association Quarterly and a writer of note, was elected to membership at large. The present officers of the committee were reelected: J. B. Edmonson, chairman; W. R. Smithey, vice chairman and treasurer; Carl A. Jessen, secretary.

The outstanding service to education of J. C. Boykin, until his death in July, 1929, editor of *SCHOOL LIFE*, was recognized by the committee in a resolution directing the secretary to send a letter of sympathy to Mrs. Boykin.

Future Activities of Committee

During the last few months it has become increasingly apparent that the National Survey of Secondary Education will claim the time and services of the membership and will at the same time perform many of the functions of the National Committee on Research in Secondary Education. Approximately half of the membership hold important committee positions in the work of the survey with additional assignments likely to follow. In advance of the meeting Chairman Edmonson had requested Doctor Smithey to learn from members what policy they desired to follow with regard to future activities. The vote favored a continuation of the committee, but a suspension of many of the activities during the period of the survey. Considerable discussion was had regarding the activities which should be continued. It was felt that, while the committee probably would not initiate activities except as related to the survey, the opportunity for such action should not be closed by resolution. The resolutions adopted by the committee on this subject are as follows:

1. That the National Committee on Research in Secondary Education continue its work and activities for the period of the survey.

2. That the National Committee on Research in Secondary Education accept the invitation of the United States Commissioner of Education to meet with the advisory committee of the National Survey of Secondary Education during the period of the survey.

3. That no effort be made by the National Committee on Research in Secondary Education to collect appropriations from cooperating organizations during the first year of the national survey, but that every proper effort be made to collect the money now due the committee.



Fifteen thousand bright yellow fans attractively displaying information about library service in California, were distributed last year at the State Fair.

Fourth Conference of the National Committee on Home Education

By ELLEN C. LOMBARD

Assistant Specialist in Home Education, Office of Education

THE FOURTH conference of the National Committee on Home Education was held March 3 and 4 in the Office of Education, Department of the Interior, under the chairmanship of the United States Commissioner of Education, William John Cooper, who opened the conference with a statement of objectives of the committee and gave expression to the belief that the economics of home-making education had overbalanced the cultural aspects of this type of education. During part of the conference the Assistant Commissioner of Education, Miss Bess Goodykoontz, acted as presiding officer.

Large Field Embraced in Home Education

Parent education, library extension, university extension, adult education, child education in the home, and their relation to the whole educational process are considered as included within the area of discussions of this committee, whose membership includes representatives of the National University Extension Association, the American Library Association, the National Congress of Parents and Teachers, and the Office of Education. With the purpose of increasing the scope and effectiveness of the work of the committee, membership in the committee was extended at the conference to the National Education Association and to the American Association for Adult Education.

It is manifest that all efforts to encourage informal education in the home, on an extensive scale, must rely for their success upon the local book supply. In view of this fact, the report of the survey of library facilities, which was made by the American Library Association in 1926, is of vital importance in developing projects in home education. The tremendous task of providing opportunities for home education to the 45,000,000 people in the United States who are reported to have no access to local public libraries challenges the attention and calls for the most expert service of educators, librarians, social workers, and laymen. Self-education depends for its success upon the availability of books.

With this situation in mind and with the further aid of recent studies of reading interests and habits of adults and children, this committee meets periodically to confer on known educational needs of people in the home, to pool the informa-

tion available, and to work out plans or programs which may be carried out through the organizations in membership on the committee.

Many Aspects of Home Education Considered

The conference opened with informal discussions on the difficulty of reaching the rural population with information for self-education, the need of centering attention on projects of book supply and purchase at low cost, university extension experiments in book loans, the radio as an avenue for home education, possibilities for training library aids, and use of weekly newspapers for publicity on courses and books.

L. R. Alderman, specialist in adult education of the Office of Education, suggested a plan by which the American Library Association might use the reading courses issued by the Government by furnishing the courses, as guides, to purchasing departments of libraries. He stated the object for which these courses were issued.

As an aid to home education, Mrs. A. H. Reeve, representing the National Congress of Parents and Teachers, urged that extension divisions of universities and colleges distribute outlines of the addresses of their experts and short lists of books for listeners to take home, and thus enable them to review the address at leisure in the home. She also pointed out the advantage of getting libraries to cooperate, by preparing and distributing in advance or at meetings short lists of three or four attractive books on the subjects discussed.

The Question of Book Cost

Special concern was expressed by the committee regarding the book supply. In particular, discussions centered around the question of how to secure, at moderate cost, the special type of authoritative literature which is most desirable for parent-education purposes. It was pointed out that books costing not more than a dollar would generally be within reach of the average home. Examples of the popularity of such books were brought to the attention of the committee. The fact was emphasized that most of the newer books dealing with problems of parents, those which are technically sound and therefore desirable for parents to read, are beyond reach of the average home in cost. Doctor Cooper, referring to the popular use of cheap paper-bound books in foreign coun-

tries, suggested such books as a solution of the problem of book supply, if publishers could be induced to issue such editions.

An experiment with subject matter relating to daily problems of the home, carried on during the past year in the Office of Education, indicates a tremendous increase in interest in this type of literature.

The committee discussed the possibilities of a cooperative experiment with publishers by which cheap editions would be issued of one or two books known to be authoritative in content and popular enough in form to ensure sale.

By unanimous consent, it was decided to invite a representative of the National Association of Book Publishers to sit in on future conferences when it is anticipated that discussions will be of special interest to publishers.

Many Phases of Library Work Discussed

F. K. W. Drury, executive assistant, American Library Association, stated his belief that the county library is the solution of the problems of adult education in rural communities, and declared that steady demand for the classics was instrumental in lowering the cost of standard classical works. Reports on the Reading With a Purpose Series show that more than a half million leaflets on various subjects have been sold by the American Library Association.

E. Ruth Pyrtle, president of the National Education Association, described the program of the association to promote the establishment of libraries in every elementary school, and the courses in library training for principals and teachers held in conjunction with annual meetings of the organization at universities or colleges in or near the city in which the association is meeting.

John D. Willard, associated with the American Association for Adult Education, recommended to the committee a careful appraisal in each community of existing activities in home education before new activities are inaugurated. Among other things he pointed out the importance of insuring the availability of suitable materials, of studying the capacity for leadership, and of developing a technique for fruitful discussion of adult education.

R. M. Grumman called attention of the committee to the importance of inducing national organizations to give consideration to methods of reaching rural people, through county newspapers, with information of successful projects of informal education, a point on which a question had already been raised; and this brought up a discussion of the expansion of children's reading courses.

Considerable interest was shown in the project of "the little playhouse library in the park," a project developed in Holland

to promote reading in the public park; and there was some discussion on the possibilities of its promotion in the United States.

Recommendations Made After Discussion

Following are some of the recommendations made at the conclusion of discussions:

1. That university extension lectures, when dealing with parent education, home science, reading, or other subjects intended to produce definite results, should be accompanied by summaries or by graded, annotated book lists.
2. That where addresses on such topics are given, libraries distribute lists of the books available to continue the interest aroused.
3. That the American Library Association and the National Congress of Parents and Teachers collaborate in the experiment of taking the library to the people—securing cooperation of the public parks system in certain selected cities.
4. That the National Education Association, American Library Association, and the National Congress of Parents and Teachers collaborate to encourage establishment of adult libraries in schools, especially in communities where there is no library service, and to secure volunteer librarians to open such libraries at least twice a week if possible; or to develop a system for book circulation through pupils, by sending lists to the homes.
5. That all the constituent organizations collaborate to extend traveling library service, and especially to make known to homes and schools and community centers that such service is now available in 40 States, and may be secured by all States. To this end printed matter should be prepared in attractive form and fully circulated, particularly through schools, parent-teacher associations, etc., in order to reach the mass of the people.
6. That definite effort be made to secure the printing of carefully selected books for parent education, etc., in editions costing not more than \$1; to be used in connection with outlines for study. Possibly a group of 5 books as the nucleus of a home book shelf, possibly only 2 or 3 on child training might be tried as an experiment.
7. That definite effort be made to establish a weekly radio service, national in scope and popular in type, to broadcast talks on phases of parent education—travel, biography, general culture, with suggestions for home reading on each subject.

Motion Unanimously Adopted

The following motion was unanimously adopted:

That this committee request the American Library Association to consider the advisability of encouraging courses in library training and of offering, by the home study or correspondence method, outlined library courses of two types: (1) Those of an elementary nature purposely designed to train special librarians as aids to regular library staffs, for meeting certain problems peculiar to the present adult nonreading class; and those of a more serious character designed to be the equivalent of regular courses offered in residence by well-established schools of library science.

The American Library Association was requested to report back to the committee the results of its study of the proposal.



The Progressive Education Association held its tenth annual conference in Washington, D. C., April 3 to 5, 1930, at the Willard Hotel.

Teachers' Salaries in Illinois Public Schools, 1913-1928

A Study of Some of the Factors Considered in Fixing Teachers' Salaries. Training, Sex, Cost of Living, Length of School Year, Location, and Type of School Are Among the Factors Most Easily Measured

By HENRY GLENN BADGER

Principal Statistical Assistant, Office of Education

A QUESTION constantly before the American public is what amount of salary shall be paid public-school teachers. From time to time the statement is made that salaries are much larger now than formerly, the inference being that teachers as a class receive sufficient remuneration for their time and efforts.

Many factors enter into the correct determination of the amount of a teacher's salary. Some of these factors can be accurately measured; others are more or less intangible. One of the most important of the intangible factors is the teacher's position as a member of the community, reflected in the part he or she takes in community activities. Among the factors which are measurable with greater or less degree of accuracy are training and experience of the teacher; length of the school term; type of school work done, whether kindergarten, elementary, secondary, or junior college; nature of the duties assigned the teacher, whether administrative, supervisory, or instructional; location of the school, whether rural or urban; and the number of years for which a teacher may contract at a time.

Considerable Data Available in Illinois

The Illinois State Department of Public Instruction has for some years collected data regarding a number of the factors listed above. The accompanying tables show the trends in regard to amount of training possessed by teachers, length of term, distinction between elementary and secondary teachers, between rural and urban teachers, and between the sexes. Data collected by the State on experience and tenure are not presented here, for the reason that until 1927 the Illinois statutes limited teachers to 1-year contracts, so that in considering salary, experience, and tenure it would be difficult to say which is cause and which result. All figures used are either taken directly or derived from Tables 5, 6, 7, 9, 10, 11, 12, and 41 of the statistical reports of the superintendent of public instruction of Illinois for the years ending June 30, 1913, 1920, and 1923 to 1928, inclusive.

In interpreting these figures it should be borne in mind that, for statistical purposes, classroom teachers, supervisors, principals, and superintendents are all listed as teachers. It should also be remem-

bered that the cost of living varied greatly during the period in question, and that while salaries apparently show a decided increase, when they are measured in terms of the 1913 dollar—the last year of stable conditions before the war—the upward trend is not so pronounced. The cost of living in the United States is reported by the Bureau of Labor Statistics, United States Department of Labor, to have increased 72 per cent over the 1913 average to December, 1927, the middle of the school year 1927-28. Accordingly, it will be necessary to divide the 1928 salaries by 1.72 in order to get the real increase.

The amount of training demanded of Illinois teachers has also increased as is evidenced by the following figures:

TABLE 1.—Training possessed by teachers in Illinois public schools, 1913 and 1928

	1913	1928
	Per cent	Per cent
Graduated from college, normal school, or both.....	26.7	52.3
Graduated from high school, including those who had taken some training at a college or normal school, but not graduated.....	58.3	45.0
Attended high school, but not graduated.....	9.8	2.4
Finished elementary school only.....	5.2	.3
Total.....	100.0	100.0

In the above table substantial reductions may be noted for all classes of teachers except those with diplomas from colleges or normal schools; the percentage for this group shows a very marked increase. The percentage of teachers with only an elementary education—no professional training—had reached nearly the vanishing point by 1928. To state it differently, 1 teacher in every 20, in 1913, was without high-school training of any kind, and 1 in 10 had received some high-school training but had not graduated; 1 in 4 had a diploma from a college or normal school. In 1928 slightly more than half the teachers of the State had college or normal diplomas, while only 1 in 300 possessed no high-school training.

Table 2 shows that the average school term increased in length from 160 days in 1913 to 186 in 1928. This is an increase of 26 days, or 16.25 per cent. Salaries reported by the State are on an annual basis. From Table 5 it will be seen that the median daily wage increased from

\$3.19 to \$7.76, or 143.3 per cent, and that the average daily wage increased from \$4.14 to \$8.63, or 108.5 per cent. When these figures are adjusted for the 72 per cent increase in the cost of living from 1913 to 1928, the percentages shrink to 41.4 for the median and 21.2 for the average. How much of this actual increase is due to the more extensive training demanded of teachers and how much to the extension of secondary schools or other factors can not be accurately determined from the data at hand.

Table 3 shows the trends in salaries as between elementary and secondary teachers and also as between the sexes.

Table 4 shows the conditions obtaining in three rural counties, along with those in Cook County, which is predominantly urban. The rural counties selected were Calhoun, Henderson, and Pope. They are all small; none had a population of 10,000 in 1920, and none had an incorporated village or town of 2,500. The density of population for each, as given in the United States census reports, was: Calhoun 32.2, Henderson 26, and Pope 25 per square mile. On the other hand, Cook County had a density of population amounting to 3,272.3 per square mile. The number of teachers needed in the rural counties increased from 211 to 243 in 15 years, a percentage increase of only 15.2. In Cook County the number of teachers needed rose from 8,218 in 1913 to 15,888 in 1928, an increase of more than 94 per cent.

Average Salary Greater Than Median

It will be noted that the average salary is consistently greater than the median. This is easily understood when it is remembered that the median is that point in the scale on each side of which one-half of the individual measures lie, whereas the average is a measure of actual money paid. A few highly paid teachers will run the average up, but they will not increase the median any more than if they were each receiving but little above it.

It is interesting to note that in the elementary grades women, as a rule, are better paid than men, but that in secondary schools the opposite is the case. In terms of actual money, urban teachers are on the whole much better paid than rural. So many other factors are involved, however, that any unqualified generalization would be unwise. The relative cost of living in urban and in rural communities, the relative amounts of training required, the differences in length of school term, the relative security of tenure of position, the portion of the day or week for which a teacher is employed, as well as the respect which

teachers in the different localities have been able to command, either as individuals or through membership in social, fraternal, or other organizations, all play a definite part in determining the annual compensation paid the teacher. Since Illinois reports regularly show a number of teachers receiving merely nominal compensation,¹ but since no data are available as to the number of part-time teachers employed, or the portion of the time they are employed, it is impossible to do more than raise the question as to the influence of the part-time teacher on the salary question.

On the other hand, more than one-fourth of the men employed in secondary schools in 1928 received salaries in excess of \$3,000 per year each.² How much more the report does not show, as salaries beyond that figure are not itemized. The State Teachers' Directory for 1927-28 shows some salaries running up as high as \$10,000 per year, and a few above that figure.

Index of Cost of Living for 1927

It may be questioned whether the increase in compensation of teachers has kept pace with the increased cost of living. Although the index of the cost of living for 1927, as quoted above, was 172, considering 1913 as 100, that figure is by no means the maximum for that index. In 1920 it was over 200, the figure reaching 216.5 in June, 1920, when a great many teachers had but recently accepted contracts for 1920-21. The 1927 figure is actually the lowest since September, 1924, when it stood at 170.6. When the great rise in cost of living up to 1920 is considered, it may be easily concluded that teachers were not so well off at that time, as the 1920 salaries represent less than 150 per cent of those for 1913.

No Definite Data Available for Comparison

No definite data are available on the comparative training of elementary and secondary teachers, women as compared with men, or rural and urban teachers. Data regarding the comparative lengths of the school year for elementary and secondary schools are also indefinite, although the fact that both in 1913 and in 1928 the average length of term for secondary schools was greater than for all schools would indicate that secondary schools were, as a rule, operated longer than elementary schools.

¹ In 1928 there were 38 teachers receiving less than \$200 each per year; 27 of these were in elementary work and 11 in secondary.

² The published report for 1928 shows that of 4,422 men teaching in secondary schools, 1,226, or 27.7 per cent, were paid \$3,000 or more each.

As a whole, it appears that the public-school teachers of Illinois are not only a better-trained group than they were in 1913, but they also appear to be somewhat better paid. Elementary teachers have profited more than secondary teachers, women slightly more than men. There seems to be little difference between the per cent of increases given rural teachers and those given urban teachers.

TABLE 2.—Average length of school term in days, 1913-1928

Item	1913	1928
All elementary schools.....	(1)	(1)
All secondary schools.....	178	188
3 rural counties.....	147.7	167.3
1 urban county.....	182	193
All public schools in State.....	160	186

¹ No data available.

TABLE 3.—Median annual salaries of teachers, 1913-1928

ELEMENTARY

Year	Men	Women
1913.....	\$421.86	\$486.40
1920.....	720.88	815.82
1923.....	853.51	1,101.80
1924.....	890.74	1,130.09
1925.....	922.35	1,132.49
1926.....	948.68	1,174.75
1927.....	980.18	1,189.53
1928.....	982.29	1,204.57

SECONDARY

1913.....	\$1,137.04	\$835.86
1920.....	1,771.76	1,698.74
1923.....	2,212.38	1,641.90
1924.....	2,272.86	1,658.60
1925.....	2,307.51	1,715.50
1926.....	2,510.27	1,753.47
1927.....	2,550.71	1,786.68
1928.....	2,552.11	1,815.55

TABLE 4.—Median annual salaries of rural and urban teachers, 1913-1928

Year	Rural	Urban
1913.....	\$358.65	\$1,131.86
1920.....	582.22	1,924.99
1923.....	700.00	2,450.43
1928.....	798.81	2,577.70

TABLE 5.—Median and average annual salaries and daily wages of teachers, 1913-1928

ANNUAL SALARIES

Year	Median	Average
1913.....	\$510.08	\$662.07
1920.....	896.09	1,079.88
1923.....	1,281.38	1,446.94
1928.....	1,443.89	1,604.01

DAILY WAGES

1913.....	\$3.19	\$4.14
1928.....	7.76	8.63

New Books in Education

By MARTHA R. McCABE

Acting Chief, Library Division

KRUSÉ, SAMUEL ANDREW. A critical analysis of principles of teaching as a basic course in teacher-training curricula. Nashville, Tenn., George Peabody college for teachers, 1929. viii, 168 p. tables. 8°. (George Peabody college for teachers. Contribution to education, no. 63.)

The author bases his reasons for presenting this study upon the conviction among educators that courses in education are in need of "a thorough-going reorganization"—that there is a multiplication of courses, that they have no definite content, that they overlap, and that their content is of doubtful validity. With this conviction in mind, he has developed a course in the principles of teaching, analyzed courses of study, textbooks, and subject-matter in this country and in Europe. A unique section of the volume is found in the appendix which gives a chronological list of the more important books on education published during the nineteenth century.

LIMBERT, PAUL MOYER. Denominational policies in the support and supervision of higher education. New York city, Bureau of publications, Teachers college, Columbia university, 1929. vii, 242 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 378.)

The meagerness of literature dealing with denominational higher institutions doubtless contributed to the author's purpose in preparing this study of the Church boards of education. Information regarding the policies and practices of the various denominations was gained through cooperation with the secretaries of the boards of the eight denominations represented in the study. The book presents a report of their purpose and powers, their policies—educational, religious, and financial—the organization and procedure of the boards, and consolidation and interdenominational cooperation. The study presents clearly the relationship existing between organized religion and higher education in the United States.

PROSSER, C. A. and BASS, M. R. Adult education. The evening industrial school. New York and London, The Century co. [1930] xviii, 390 p. front., tables, diagrs. 12°. (The Century vocational series, edited by Charles A. Prosser.)

The success of the evening school, according to the authors, depends upon the recognition and application of the principles of good business, and they discuss the subject from that angle with suggestions how to accomplish the end in view. Keeping up the attendance of adults in evening schools once they have started has long been a problem—there is no way of compelling them to go except by giving them what they want and when they want it. The book contains many suggestions resulting from the wide experience of the authors.

REAVIS, WILLIAM C. and WOELLNER, ROBERT C. Office practices in secondary schools. Chicago, New York [etc.] Laidlaw brothers [1930] 240 p. tables, diagrs. 12°.

The details of technique necessary to the successful administration of business offices of secondary schools and the best office practice are given in this volume for the benefit of principals, superintendents, and school boards. The business office of the high school is no longer carried on according to careless methods, but calls for an intimate knowledge of expert office procedure. The principal must be informed concerning the relative importance of various office duties. The book will be useful in helping the busy principal to evaluate the general office practices of the principalship in the secondary schools.

RUSSELL, CHARLES. Standard tests. A handbook for the classroom teacher. Boston, New York [etc.] Ginn and company [1930] v, 516 p. tables, diagrs., maps. 12°.

The author has made a study of measuring processes and techniques which is intended to be especially useful to the younger members of the teaching clan. As those in charge of measuring the results of teaching have always something to learn in the way of new methods, the additional information found in this volume will be welcome, as new techniques and processes are suggested. Diagnosing pupils in a school, and classifying them according to such diagnosis may not be either easy to teacher or pleasant to pupil, but the practice is developing rapidly. Methods which reduce the drudgery of testing to a minimum are needed.

STARBUCK, EDWIN DILLER, and others. A guide to books for character. Volume II. Fiction ... Institute of character research, University of Iowa. Done in cooperation with the Institute of social and religious research, New York city. New York, The Macmillan company, 1930. x, 579 p. 12°.

The author calls this volume a Baedeker to the land of children's fiction. The basis of selection of the books of fiction included in the list was the relative worth of the selections, the grade placing, and the moral situations involved. The project is connected with the Iowa plan of character education under the auspices of the University of Iowa and the Institute of social and religious research. The books selected are arranged by title in their suitable grades, a brief annotation given, followed by the attitudes exemplified in the story. Especial attention is given to the statement of the trustworthiness of the book as a guide, and a description of the procedure followed. It is worthy of note that a competent staff of critical readers—men and women trained in literary criticism and writing—was engaged in the study, among the number being teachers, parents, child psychologists, story tellers, religious educationists, et al.

THOMAS, DOROTHY SWAINE and others. Some new techniques for studying social behavior. New York city, Bureau of publications, Teachers college, Columbia university, 1929. x, 203 p. tables, diagrs. 8°. (Child development monographs, no. 1, Helen T. Woolley, editor.)

This contribution to the literature of experimental sociology has been shared by a number of women associates of the author in the field of child development, including Margaret Barker,

Alice M. Loomis, Ruth M. Hubbard, Alice Gregg, Marion Miller, Ethel Linton, Alma P. Beaver, Janet F. Nelson, Virginia Wise, Mary S. Herben, and Lulu-Marie Jenkins, each of whom has contributed a part to the study. The research program described consists of certain activities of young children which have been studied and reported upon, including social-material activities, physical contacts, group formation, laughter situations, the preschool gang, personality differences, rapport between adult and child, etc.

VANDEN BERGH, L. J. Public schools versus delinquent youth ... Foreword by Vierling Kersey ... Los Angeles, Calif., Clark publishing company, 1929. xviii, 224 p. 8°.

No discussion of the status of juvenile delinquency presents a cheerful picture. One of the most perplexing problems confronting society to-day is the work of the school in preventing the delinquency of youth. Mr. Kersey, State superintendent of public instruction in California, states in the foreword that "it seems safe to predict that this book will have a very definite place in the field of literature on juvenile delinquency." The author devotes some space to the problems of delinquency, heredity, and environment, and also discusses excess ego, compulsory education, the 24-hour school, legal age, the vicious circle, the public school as a moral guide, etc. Educational psychologists, juvenile court officials, school executives and teachers, as well as parents, will read the book with interest.

WAITS, EDWARD MCSHANE. A college man's religion, and other studies in religion and life. Fort Worth, Tex., Stafford-Lowdon, publishers [1929] 418 p. 12°.

The author, who is president of a Christian college, gives in this volume a number of addresses which he delivered to the students and faculty of his institution on subjects of religion and life, religion and education, student life, etc. The university president, amid the pressing business and administrative duties of his office, may find but little time to devote to individual students, perhaps to his regret, but students who have come in close contact with beloved college presidents know the lasting impressions produced and the tender feelings involved. The author thinks there is a genuine amount of religion in quantity and quality among college students, and believes them at heart to be sound, trustworthy, and dependable.

Prison Library Research

A year's study of problems connected with administration and book selection in prison libraries has been undertaken in Massachusetts, and a man librarian, assistant in the Haverhill Public Library, will spend a year among prisons and jails of the State. Massachusetts has five classified State prisons for men and several county jails. The project will be under the direction of Miss E. Kathleen Jones, a member of the staff of the Massachusetts division of public libraries, who is in charge of State and county institution libraries; she is chairman of the American Library Association committee on institution libraries. A fund of \$3,000 for the survey is supplied by the Bureau of Social Hygiene, New York.

MEETINGS OF EDUCATIONAL ASSOCIATIONS DURING THE SPRING AND SUMMER OF 1930

Compiled by RUTH A. GRAY, Library Division

AMERICAN ALUMNI COUNCIL:

President, JOHN D. MCKEE, College of Wooster, Wooster, Ohio.
Secretary, ARTHUR C. BUSCH, Rutgers University, New Brunswick, N. J.
Meeting, Amherst, Mass., May 1-3, 1930.

AMERICAN ASSOCIATION FOR ADULT EDUCATION:

President, JAMES D. RUSSELL, Teachers College, Columbia University, New York, N. Y.
Secretary, MARGARET E. BURTON, 600 Lexington Avenue, New York, N. Y.
Meeting, Chicago, Ill., May, 1930.

AMERICAN ASSOCIATION FOR THE STUDY OF THE FEEBLE-MINDED:

President, GEORGE L. WALLACE, Wrentham, Mass.
Secretary, H. W. POTTER, 722 West One hundred and sixty-eighth Street, New York, N. Y.
Meeting, Washington, D. C., May 5-10, 1930.

AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY:

President, JOHN J. BEARD, University of North Carolina, Chapel Hill, N. C.
Secretary, ZADA M. COOPER, Iowa City, Iowa.
Meeting, Baltimore, Md., May 5-6, 1930.

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS:

President, RALPH HEILMAN, Wicboldt Hall, Northwestern University, Chicago, Ill.
Secretary, WILLIAM A. RAWLES, Indiana University, Bloomington, Ind.
Meeting, Iowa City, Iowa, May, 1930.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN:

President, MARY E. WOOLLEY, Mount Holyoke College, South Hadley, Mass.
Secretary, KATHRYN McHALE, 1634 I Street NW., Washington, D. C.
Meeting, Cedar Rapids, Iowa, May 13-15, 1930.

AMERICAN ASSOCIATION OF VISITING TEACHERS:

President, JULIA K. DREW, 305 City Hall, Minneapolis, Minn.
Secretary, M. EMILIE RANNELLS, Stevens School of Practice, Thirteenth and Spring Garden Streets, Philadelphia, Pa.
Meeting, Columbus, Ohio, June 28-July 4, 1930.

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF:

President, HARRIS TAYLOR, 904 Lexington Avenue, New York, N. Y.
Secretary, H. M. McMANAWAY, Virginia School for the Deaf, Staunton, Va.
Meeting, Milwaukee, Wis., June 30-July 4, 1930.

AMERICAN COUNCIL ON EDUCATION:

President, C. R. MANN, 26 Jackson Place, Washington, D. C.
Secretary, HENRY G. DOYLE, George Washington University, Washington, D. C.
Meeting, Washington, D. C., May 2-3, 1930.

AMERICAN DIETETIC ASSOCIATION:

President, ANNA E. BOLLER, 66 Woodside Road, Riverside, Ill.
Secretary, PHYLLIS D. ROWE, Johns Hopkins Hospital, Baltimore, Md.
Meeting, Toronto, Canada, September 8-10, 1930.

AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING:

President, HARVEY FLETCHER, 463 West Street, New York, N. Y.
Secretary, BETTY C. WRIGHT, 1601 Thirty-fifth Street NW., Washington, D. C.
Meeting, New York, N. Y., June 15-18, 1930.

AMERICAN FEDERATION OF TEACHERS:

President, MARY C. BARKER, 685 Myrtle Street NE., Atlanta, Ga.
Secretary, FLORENCE C. HANSON, 506 South Wabash Avenue, Chicago, Ill.
Meeting, Memphis, Tenn., June 23-27, 1930.

AMERICAN HOME ECONOMICS ASSOCIATION:

President, MARGARET M. JUSTIN, Kansas State Agricultural College, Manhattan, Kans.
Secretary, ALICE L. EDWARDS, 620 Mills Building, Washington, D. C.
Meeting, Denver, Colo., June 24-28, 1930.

AMERICAN LIBRARY ASSOCIATION:

President, ANDREW KEOGH, Yale University Library, New Haven, Conn.
Secretary, CARL H. MILAM, 520 North Michigan Avenue, Chicago, Ill.
Meeting, Los Angeles, Calif., June 23-28, 1930.

AMERICAN SCHOOL CITIZENSHIP LEAGUE:

President, RANDALL J. CONDON, 216 East Ninth Street, Cincinnati, Ohio.
Secretary, Mrs. FANNIE FERN ANDREWS, 295 Commonwealth Avenue, Boston, Mass.
Meeting, Columbus, Ohio, June 28-July 4, 1930.

ASSOCIATED HARVARD CLUBS:

President, NATHAN HAYWARD, 308 Chestnut Street, Philadelphia, Pa.
Secretary, NATHAN PERELES, jr., 429 Broadway, Milwaukee, Wis.
Meeting, Minneapolis and St. Paul, Minn., June 5-7, 1930.

ASSOCIATION OF AMERICAN LIBRARY SCHOOLS:

President, C. N. WILLIAMSON, Columbia University School of Library Service, New York, N. Y.
Secretary, ISABELLA K. RHODES, Columbia University School of Library Service, New York, N. Y.
Meeting, Los Angeles, Calif., June 23-28, 1930.

ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE:

President, EVERETT V. MEEKS, Yale University, New Haven, Conn.
Secretary, ROY CHILDS JONES, University of Minnesota, Minneapolis, Minn.
Meeting, Washington, D. C., May, 1930.

ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE CENTRAL WEST AND SOUTH:

President, JOHN D. FITZ-GERALD, University of Arizona, Tucson, Ariz.
Secretary, RUTH P. MAXWELL, Oak Park and River Forest Township High School, Oak Park, Ill.
Meeting, Chicago, Ill., May, 1930.

ASSOCIATION OF SCHOOLS OF PROFESSIONAL SOCIAL WORK:

President, Mrs. EVA W. WHITE, Simmons College, Boston, Mass.
Secretary, MARGARET LEAL, 105 East Twenty-second Street, New York, N. Y.
Meeting, Boston, Mass., May, 1930.

ASSOCIATION OF UNIVERSITY AND COLLEGE BUSINESS OFFICERS:

President, R. B. STEWART, Purdue University, Lafayette, Ind.
Secretary, CHARLES A. KUNTZ, Ohio State University, Columbus, Ohio.
Meeting, Boulder, Colo., May 22-23, 1930.

CENTRAL COMMERCIAL TEACHERS ASSOCIATION:

President, U. R. HAMILTON, Hamilton's College of Commerce, Mason City, Iowa.
Secretary, Mrs. NELLIE M. POE, Gates College, Waterloo, Iowa.
Meeting, Omaha, Nebr., May 8-10, 1930.

CLASSICAL ASSOCIATION OF THE ATLANTIC STATES:

President, MARY L. BREENE, Peabody High School, Pittsburgh, Pa.
Secretary, CHARLES KNAPP, 1737 Sedgwick Avenue, New York, N. Y.
Meeting, Pittsburgh, Pa., May 17-18, 1930.

CONGRESS OF HIGHER AND SECONDARY AGRICULTURAL EDUCATION:

Meeting, Liege, Belgium, Summer, 1930.

INTERNATIONAL ASSOCIATION FOR COMMERCIAL EDUCATION:

President, C. E. H. BOISSEVAIN, 2-6 Vijendam, Amsterdam, Holland.
Secretary, Y. DUBORG, 298 Valeriusstraat, Amsterdam, Holland.
Meeting, Copenhagen, Denmark, August, 1930.

INTERNATIONAL CONGRESS OF FAMILY EDUCATION:

President, A. M. de VUYST, 22 Avenue de l'Yser, Brussels, Belgium.
Secretary, ————
Meeting, Liege, Belgium, August 4-7, 1930.

INTERNATIONAL CONGRESS OF HIGHER COMMERCIAL EDUCATION:

Meeting, Liege, Belgium, Summer, 1930.

INTERNATIONAL CONGRESS OF PROFESSIONAL TECHNICAL EDUCATION:

Meeting, Liege, Belgium, Summer, 1930.

INTERNATIONAL CONGRESS ON MENTAL HYGIENE:

President, WILLIAM A. WHITE, St. Elizabeths Hospital, Washington, D. C.
Secretary, JOHN R. SHILLADY, 370 Seventh Avenue, New York, N. Y.
Meeting, Washington, D. C., May 5-10, 1930.

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN:

President, J. W. ARMSTRONG, Northwestern University, Evanston, Ill.
Secretary, V. I. MOORE, University of Texas, Austin, Tex.
Meeting, Fayetteville, Ark., May 1-3, 1930.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS:

President, C. E. C. DYSON, Board of Education, Toronto, Canada.
Secretary, JOHN S. MOUNT, State Department of Education, Trenton, N. J.
Meeting, New Orleans, La., May 20-23, 1930.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION:

President, Rt. Rev. FRANCIS W. HOWARD, 1140 Madison Avenue, Covington, Ky.
Secretary, Rev. GEORGE JOHNSON, 1312 Massachusetts Avenue NW., Washington, D. C.
Meeting, New Orleans, La., June 23-26, 1930.

NATIONAL CHILDREN'S HOME AND WELFARE ASSOCIATION:

President, HERMAN NEWMAN, 918 Kansas Avenue, Topeka, Kans.
Secretary, C. V. WILLIAMS, 203 North Wabash Avenue, Chicago, Ill.
Meeting, Boston, Mass., June 7-13, 1930.

NATIONAL CONFERENCE OF SOCIAL WORK:

President, MIRIAM VAN WATERS, Juvenile Court, Los Angeles, Calif.
Secretary, HOWARD R. KNIGHT, 277 East Long Street, Columbus, Ohio.
Meeting, Boston, Mass., June 8-14, 1930.

NATIONAL CONGRESS OF PARENTS AND TEACHERS:

President, Mrs. S. M. N. MARKS, 1608 Congress Avenue, Austin, Tex.
Secretary, Mrs. ARTHUR C. WATKINS, 1201 Sixteenth Street NW., Washington, D. C.
Meeting, Denver, Colo., May 18-24, 1930.

NATIONAL EDUCATION ASSOCIATION:

President, E. RUTH PYRTLE, Bancroft School, Lincoln, Nebr.
Secretary, J. W. CRABTREE, 1201 Sixteenth Street NW., Washington, D. C.
Meeting, Columbus, Ohio, June 28-July 4, 1930.

NATIONAL HOME STUDY COUNCIL:

President, R. E. WEEKS, Scranton, Pa.
Secretary, J. S. NOFFSINGER, 839 Seventeenth Street NW., Washington, D. C.
Meeting, Chicago, Ill., May, 1930.

NATIONAL LEAGUE OF NURSING EDUCATION:

President, ELIZABETH BURGESS, Teachers College, Columbia University, New York, N. Y.
Secretary, NINA D. GAGE, 370 Seventh Avenue, New York, N. Y.
Meeting, Milwaukee, Wis., June 7-14, 1930.

NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS:

President, ANNIE KATE TAYLOR, 4807 Gaston Avenue, Dallas, Tex.
Secretary, GEORGIA W. AIKEN, 3000 Reading Road, Cincinnati, Ohio.
Meeting, Columbus, Ohio, July, 1930.

NATIONAL SOCIETY FOR THE STUDY AND CORRECTION OF SPEECH DISORDERS:

President, WALTER B. SWIFT, 110 Bay State Road, Boston, Mass.
Meeting, Columbus, Ohio, June 28-July 4, 1930.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION:

President, N. C. MILLER, University Extension, Rutgers University, New Brunswick, N. J.
Secretary, W. S. BITTNER, University of Indiana, Bloomington, Ind.
Meeting, New York, N. Y., May 7-10, 1930.

PRESBYTERIAN EDUCATION ASSOCIATION OF THE SOUTH:

President, HENRY H. SWEETS, 410 Urban Building, Louisville, Ky.
Secretary, D. S. GAGE, 410 Urban Building, Louisville, Ky.
Meeting, Montreal, N. C., July 1-7, 1930.

SCHOOL GARDEN ASSOCIATION OF AMERICA:

President, DAVID A. WARD, Superintendent of Schools, Chester, Pa.
Secretary, BYRON J. PICKERING, Larkin School, Chester, Pa.
Meeting, Columbus, Ohio, June 30-July 4, 1930.

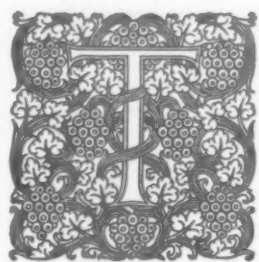
SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION:

President, R. I. REES, 195 Broadway, New York, N. Y.
Secretary, F. L. BISHOP, University of Pittsburgh, Pittsburgh, Pa.
Meeting, Montreal, Canada, June 26-28, 1930.

VISUAL INSTRUCTION ASSOCIATION OF AMERICA:

President, RITA HOEHENNER, 500 Park Avenue, New York, N. Y.
Secretary, ROWLAND ROGERS, 74 Sherman Street, Long Island City, N. Y.
Meeting, Columbus, Ohio, June 28-July 4, 1930.

Objectives of Education



THE object of education in the school should be to clear up the mind and give substance and discipline to its powers. To attain to clearness there is but one way—the student, engrossed in his little world of opinions and caprices, must learn the presuppositions of his being and activity. The individual looks out from his narrow environs in the now and here, and sees that he is what he is mostly through conventionality. He does this or that because others do it; he acquired the habit when a child and has never questioned its rationality. His family and immediate circle of acquaintances have given him his habits of thinking and acting. He looks further and sees that the community in which he lives is governed likewise by use and wont. Tradition is the chief factor; accidental modifications of time and place enter as a less important factor; another factor in the result is the law of development or evolution, wherein he sees a gradual change ensuing from internal growth. Through observation of this latter fact—that of evolution—he is carried at once beyond his community and beyond all contemporary communities. He begins to trace the historic evolution of his own civilization out of the past. Out of the formless void of his consciousness there begin to arise some intimations of his whereabouts, and whence, and whither.

—William T. Harris.